Undergraduate Academic Programs

End of Year Report 2019-2020

UCDAVIS
COLLEGE OF AGRICULTURAL
AND ENVIRONMENTAL SCIENCES

Executive Summary

In 2019-20, the CA&ES Undergraduate Academic Program (UAP) team completed their second annual end-of-year assessment of selected UAP programs. UAP programs were mapped to the four student-centered learning outcomes that we identified for our unit. A four-year cycle of assessment was also developed so that a subset of programs mapping to each learning outcome will be assessed each year and so that all programs are assessed at least once in the four-year cycle. Several key learnings emerged from this year's assessments:

Student Learning Outcome #1. Students will create an integrated course of study in alignment with their academic, professional, and personal goals.

UAP Academic Probation Webinars, schedule checks with international students, and guest speakers and panels in Aggie Ambassador classes offer many CA&ES students opportunities to better understand academic requirements and policies, to develop academic plans with advisors, and to participate in academic, professional, and/or co-curricular activities that align with their educational goals. All of these are areas that are subsets of this learning outcome.

- 350 students increased their understanding of probation policies in Academic Probation webinars. There was an average increase of ~18% in the percentage of students that were able to correctly answer questions about probation policies after attending, compared to pre-webinar responses.
- Fall quarter schedule checks with 233 international students provided a way to support students in building balanced course loads and in creating connections with academic advisors. Approximately 60% of the advisor recommendations to modify course selections and/or overall course load were followed by incoming students in 2019-20.
- 154 students participated in Aggie Ambassadors classes over three quarters in 2019-20. The classes provided opportunities to learn from faculty, graduate students, college administrators, alumni and employers. These speakers and panel discussions were effective ways to learn about different career pathways and career opportunities, to learn about a diverse array of agricultural, environmental, and human/social science fields, and to understand more about the college. For the 10 speakers and panel discussions, students gave these activities high overall average ratings ranging from 3.35 - 4.0 (out of 4.0) during the 2019-20 academic year.

Several key themes emerged from the questions students asked during the Probation webinars, providing an opportunity to enhance future program content to better address these topics and to provide example case scenarios so that students can gain a deeper understanding of the policies. Changes to Aggie Advising during new student orientation beginning in summer 2020 will allow international student schedule checks to be more proactive and personalized than in the past, so that students can better understand reasoning behind advisor recommendations for balanced schedules. Finally, adjustments to assessment survey questions and mechanisms for administering survey questions (paper vs on-line) are needed in the future across all programs to ensure alignment with learning outcomes and to achieve higher response rates.

Student Learning Outcome #2. Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience.

UAP programs assessed during 2019-20 provided opportunities for students to build relationships with advising resources and others in the campus community. Three hundred forty-seven (347) incoming Exploratory and International students attended an advising workshop during their first year on campus. Participants in both of these programs identified a variety of campus resources as useful to them, including Dean's Office and Major advisors, online tools such as MyDegree and Oasis, and departmental websites. Academic advisors (Dean's Office, major advisors, peer advisors, faculty advisors) were most frequently listed as a resource that students would recommend to others. Slice of Advising is a unique UAP program that provides students an opportunity to meet with advisors alongside other students in an informal setting while sharing a meal together (which helps to address food insecurity challenges for many students); a total of 451 students participated in person or remotely in 2019-20 (includes Facebook Live participants in spring 2020). Feedback from focus groups with Slice of Advising participants reinforced that outcomes related to SLO#2 were achieved:

- "[Slice of Advising] made me like the College of Ag because I felt like they were trying to connect with students. It feels smaller because of these types of events."
- "[Slice of Advising was] not intimidating, [it was] casual, come when you are able, relaxed… less pressure than an individual appointment."
- "Peer reassurance [during Slice of Advising] was nice."

Assessment of these programs has revealed that, particularly for international students, additional touch points throughout the academic year might be useful for helping students to further develop relationships with advising resources in UAP and the college. Some students indicated that scheduling Slice of Advising events to overlap with the 20 min noon passing period might provide an opportunity for more students to participate. In all cases, the timing of assessments for these should be considered so that they occur closer to or during these events whenever possible. This should increase response rates and increase student recall of information from the events.

Student Learning Outcome #3. Students will improve their local area, campus, home region, and/or global communities.

Six different UAP-led service projects (attended by 65 students) and three Slice of Advising events (451 students participated in person or remotely) provided CA&ES students with opportunities to cultivate leadership skills, engage in community development and service, expand their knowledge and experiences of worldviews, and/or understand themselves as part of a larger community. These outcomes are all subsets of SLO#3. Student feedback from focus groups and surveys affirmed that these learning outcomes are being met:

- "[I] improved my teamwork and communication skills which (are) applicable to almost everything."—Community Harvest, Service event participant
- "I gained newfound respect for all the work people put in to give food out."—Community Harvest, Service event participant

- "[By participating in this event I felt] a sense of community. I think it's important to feel you belong somewhere."—Marriot Park Clean-up, Service event participant
- "[Slice of Advising provided opportunities] for older students to share wisdom and help younger people." –Slice of Advising participant
- "[I] got to talk about what advisors did before working at Davis."—Slice of Advising participant

Student assistants have been key to identifying and organizing quarterly service projects and we greatly value their insight and perspectives when coordinating and assessing these activities. During the evaluation of these programs, particularly Slice of Advising we observed that that the language used in assessment surveys/focus groups may need to be better defined and operationalized in order to develop assessment questions that can be more closely linked to the learning outcomes.

Student Learning Outcome #4. Students will analyze their skills and abilities necessary to achieve their goals.

UAP's Aggie Ambassador officer team development, Academic Probation webinars, and Subject to Dismissal advising each offer diverse and valuable ways for students to meet the outcomes of SLO#4. These integrated and holistic student support programs provide opportunities for students to assess their own strengths and abilities, carry out advisor recommendations, and intentionally reflect on their own personal development.

- Following written self-reflections, Ambassador Officers met with UAP staff and were able to clearly communicate areas of growth and strategies for achieving their academic/personal goals. Eight officers served during the 2019-20 academic year.
- 350 participants in Probation webinars, identified factors that might be impacting their grades and they were able to develop strategies to address these challenges.
- Holistic advising practices during subject to dismissal advising empowered self-efficacy for many students.

Our assessments also identified opportunities for additional evaluation approaches. For example, use of focus groups and more open-ended questions and feedback surveys may allow us to better understand the social-emotional supports that can lead to improved student outcomes. Different approaches to evaluating these programs could highlight additional ways to more effectively empower students and enhance self-efficacy.

COVID-19

While COVID-19 campus closures required rapid adjustments to many programs in spring 2020, creative ways to engage students in webinars and on-line forums also emerged. Some programs have been offered remotely for many years (e.g., Academic Probation webinars), and we were grateful to be able to use knowledge from these experiences during the transition to fully remote activities. For example, webinars can provide 'safe' anonymity for students who may be concerned about sharing their anxieties and academic challenges with others, including advisors. On the other hand, disparities in the availability of technology for our students, Zoom fatigue and challenges with creating engaging activities and events pushed us to constantly seek out and experiment with new ways of interacting with students remotely (e.g., recordings, frequent and diverse polls and surveys during Zoom events, partnerships

with other campus units including SHCS counselors, Craft Center, Library, etc.). Active and intentional assessment throughout this time provided us with opportunities to learn from our experiences and to adapt these lessons to continue some newly-learned best practices to improve our student support once in-person programming can be re-introduced.

The process of collectively working together to assess our programs has given the UAP team invaluable opportunities to build our individual skills and strengths and to share and celebrate our successes. It also has provided a framework for our goal of continuous reflection and motivation for improvements of our programs and services to ensure that our work is guided by our overall mission, vision, and values.

We are proud to present these reports as a snapshot of the many and diverse ways that UAP supports students and pursues the achievement of our Student Learning Outcomes.

CA&ES Undergraduate Academic Programs December 2020

Table of Contents

STUDENT LEARNING OUTCOMES

1 STUDENTS WILL CREATE AN INTEGRATED COURSE OF STUDY IN ALIGNMENT WITH THEIR ACADEMIC, PROFESSIONAL, AND PERSONAL GOALS

a Understand academic requirements and policies

b Participate in academic, professional, and/or co-curricular activities that align with educational goals

c Monitor individual progress with appropriate campus technology

d Develop academic plans with advisors

2 STUDENTS WILL CULTIVATE RELATIONSHIPS WITH FACULTY, STAFF ADVISORS, AND PEERS THAT ENHANCE THEIR EDUCATIONAL EXPERIENCE

a Identify and participate in co-curricular experiences discussed when meeting with faculty, staff, or peers

b Utilize appropriate advising resources based upon advisor recommendations

3 STUDENTS WILL IMPROVE THEIR LOCAL AREA, CAMPUS, HOME REGION, AND/OR GLOBAL COMMUNITIES

a Cultivate leadership skills

b Engage in community development and service

c Attend events that will expand own knowledge and experience of worldviews

d Understand self as part of a larger community

4 STUDENTS WILL ANALYZE THEIR SKILLS AND ABILITIES NECESSARY TO ACHIEVE THEIR GOALS

a Assess strengths and abilities to identify appropriate major in alignment with goals

b Carry-out advisor recommendations

c Intentional reflection on own personal development

Holistic Advising, Leadership, Engagement, and Outreach Work in the College of Agricultural and Environmental Sciences (CA&ES) at UC Davis

Overview

The Undergraduate Academic Programs Unit (UAP) in the College of Agricultural and Environmental Sciences (CA&ES) aims to provide an integrated and holistic framework for supporting our diverse student population. Within our unit we engage students in a variety of ways, striving to be thoughtful, intentional, innovative, and inclusive in our approaches. Our support is also comprehensive, starting from pre-matriculation/recruitment to graduation and beyond and includes one-on-one advising appointments, leadership opportunities, outreach and engagement activities, and service-learning programs.

As we seek to empower students through our holistic and learning-centered student support approaches (Wilcox, 2016), UAP has also worked to model an organizational culture of empowerment where each member of UAP is encouraged to grow, learn, reflect and lead the unit in a variety of areas that match their individual interest and expertise. This shared-leadership culture reflects the values of our unit and has provided unique opportunities for our team to learn more about the ways we work together to support our students and advance the mission and vision of UAP and the college. In 2018 we engaged with the UC Davis Graduate School of Management to assess our leadership culture and to provide our team with baseline measurements of individual, team and leadership perspectives related to aspects of collaboration, empowerment, and motivation within a shared leadership framework. Over the past two years, repeated measurements have shown significant increases in trust and collaboration among team members. While we have made many intentional efforts to enhance teamwork and trust, our assessment program and process has been integral in fostering a culture that prioritizes collaboration and teamwork.

This report marks our second end-of-year assessment and the process of collectively working together to assess our programs and has given the UAP team invaluable opportunities to build individual skills and strengths and to share and celebrate their successes with each other and with college leadership. This year brought many challenges as well as moments of inspiration as COVID-19 shifted the Undergraduate Academic Programs (UAP) operations to completely virtual. UAP quickly pivoted to provide creative and impactful remote programs and services to students across the College. This report has provided a framework for continuous reflection and motivation for improvements of our programs and services to ensure that our work is guided by our overall mission, vision, and values.

UAP Vision, Mission, Values

Vision

We will be leaders in the creation of a community of support that engages and empowers all students to succeed academically and beyond.

Mission

UAP invests in students holistically from recruitment to graduation with strategic outreach, thoughtful advising, and innovative programming experiences. We support and challenge students to develop meaningful connections and build community while empowering them to achieve their educational goals. UAP uses inclusive and collaborative approaches to immerse students in the college's mission to understand agricultural, environmental, and social sustainability through research, education, and public engagement opportunities.

UAP also works with all academic advisors embedded in all departments throughout the college. Therefore, we found it important to also develop a specific academic advising mission for CA&ES:

CA&ES College-wide Advising Mission
Academic advising in the College of Agricultural and Environmental Sciences (CA&ES) facilitates a network of support connecting students with faculty, staff, and peer advisors. Students and advisors have a shared responsibility to develop partnerships where students are mentored in their academic exploration and pursuit of goals by advisors who provide guidance and knowledge. We provide undergraduates support in decision-making from their time as a prospective student through graduation.

Values

Diversity: We recognize that our student population has varied backgrounds, academic interests, and post-graduation goals. We seek to empower each student to uniquely contribute to our college and university.

Innovation: Excellence in student learning and research motivates staff and faculty to continually challenge and reevaluate existing student success practices. We understand that student services should be dynamic and individualized, in order to best serve our student population.

Respect: We are committed to creating an inclusive environment, so students feel comfortable asking questions and engaging in dialogue.

Integrity: We provide students with intentional, accurate advising and meaningful skill-building leadership and engagement opportunities. Students are expected to synthesize information, reflect on experiences, and think critically to make educated decisions.

Awareness: We interact in a way which we are aware of students' academic, mental, and physical health. By maintaining campus partnerships, we direct students to available resources to meet varying needs.

We know when we are moving towards our vision and living out our mission and values through assessing our unit-level student learning outcomes.

Assessment and Program Evaluation

Our current assessment and program evaluation plan reflects the shared leadership culture we have established within UAP. Members were split in four different teams with each team responsible for assessing and evaluating specific programs, projects, and activities, based on Student Learning Outcomes.

These specific reports include a description, goals, connection to unit-level student learning outcomes, demographics, various measures, limitations and challenges, and future recommendations. These elements show our ability to review the work we have done, determine whether we achieved the goals that were set, show how we achieved those goals (or not), and consider ways in which we can improve. This is in alignment with the Assessment Cycle outlined by Undergraduate Education at UC Davis (Student Learning Outcomes, Office of Undergraduate Education, assessment.ucdavis.edu).
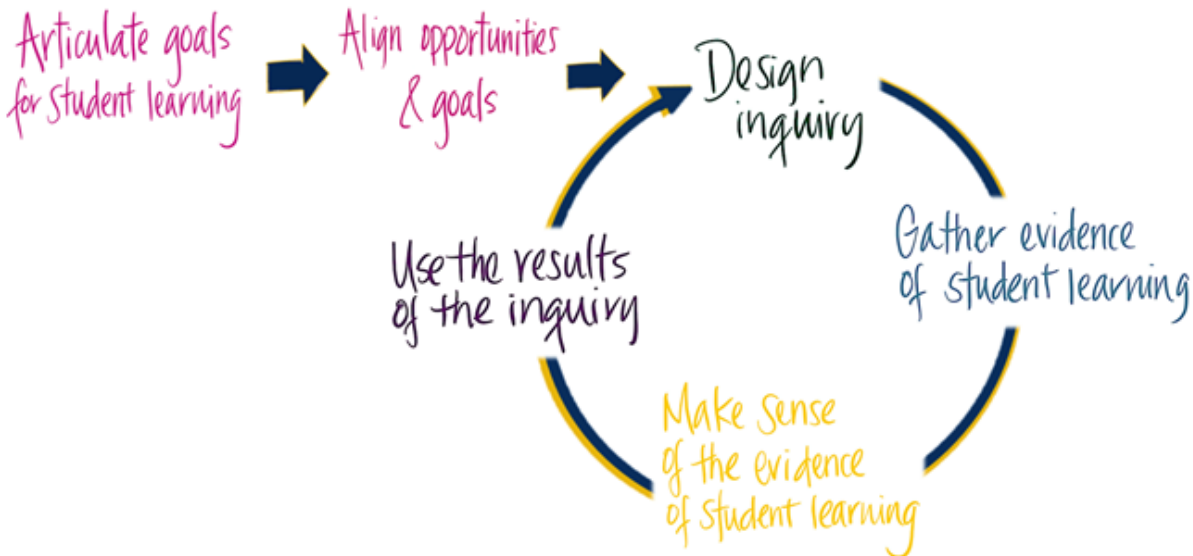
UAP Student Learning Outcomes

As a unit, UAP has created Student Learning Outcomes for students in our college. The programs that were assessed for each learning outcome during this academic year and that are included in this report are summarized here:

Student Learning Outcome #1: Students will create an integrated course of study in alignment with their academic, professional, and personal goal

• Academic Probation Webinars

• Aggie Ambassadors: Class Speakers

• International Academic Advising Workshops

Student Learning Outcome #2: Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience

•   Exploratory/Undeclared Workshops

•   Slice of advising

•   International Academic Advising Workshops

Student Learning Outcome #3: Students will improve their local area, campus, home region, and/or global communities

•   Quarterly Service Projects

•   Slice of Advising

•   World Ag Expo

Student Learning Outcome #4: Students will analyze their skills and abilities necessary to achieve their goals

•   Academic Probation Webinars

•   Aggie Ambassador Officer Team

•   Subject to Dismissal Advising

UAP Assessment Cycle

One of the biggest changes in to our 2019-20 End of Year of Assessment Report (compared to 2018-19) was to center the assessment of each individual program/activity on our student learning outcomes. In addition, we developed a four-year assessment cycle, so that each program is not evaluated every year, but at least once in the four-year cycle. The intention of a four-year cycle is to provide a more sustainable approach to assessment and program improvement. Therefore, while this report reflects only a subset of our activities during the past year, we are better able to link individual program goals with our student-centered learning outcomes and to determine where gaps in our student support programs may occur. An additional outcome of our updated assessment approach this year has been recognition that some programs were not mapped to our learning outcomes, particularly in the area of student outreach. We have also been able to better identify areas where there may be a mismatch between program goals and learning outcomes and/or areas and programs where learning outcomes may be difficult to measure.

In fall quarter 2020 several members of the team attended the [IUPUI Assessment Institute](#) and are sharing learnings with the team for incorporation into assessments for the coming year. Through our

shared leadership framework, we continue to identify ways to share assessment approaches with each other, collaborate to assess programs, and identify ways to share assessment outcomes for enhanced impact. During the 2020-21 academic year we intend to have more frequent and intentional discussions and updates of our program assessment activities as this was identified by many as an area for improvement in our process during the past year.

Overall, our assessment process has been a successful way to demonstrate evidence of the effectiveness of UAP programs, identify opportunities for program improvement, enhance leadership development and a sense of teamwork within UAP, and engage staff, faculty, college leadership, and students in a cycle of continuous improvement. The intentionality behind our work demonstrates the dedication we have towards continual improvement. This ultimately impacts retention, four-year graduate rates and most importantly—our ability to actively engage with students to support them in reaching their unique and individual goals.

Outcomes/Impact from 2018-19 End-of-Year Report (link [here](#))

Our first assessment report in 2018-2019 **identified several successes in our approaches** for providing holistic student support. For example, through assessment of our one-on-one advising and our workshops, webinars, and unique student-centered events, we identified repeat visits/ interactions with our team as a critical hallmark of our student learning-centered approach. Depending on the event/workshop, >82% of attendees had follow-up one-on-one appointments with advisors after attending a workshop or event, and ~60% of our one-on-one advising appointments are repeat appointments. Surveys further indicated that students felt connected to our college and gained a sense of community with peers, staff, and faculty through these events/workshops; this is a key learning outcome for our unit. Connections to the institution and building a sense of community are also key drivers for student retention and academic success and we have observed **a significant decrease in students in academic difficulty in the past two years**. While many factors may account for this decrease, our assessment process provides insight into areas that may be impacting academic success and helps us to improve our programming and/or to develop programs to fill gaps when they are identified.

Through intentional reflection as part of the assessment process, **we identified ways to improve our programs for the future**. For example, observations that some students appeared confused by the goals of our 'Office Hours with the Associate Dean' events led to reframing/renaming this event to 'Ask Me Anything' and using advertising to emphasize that college leadership is available to answer general questions about the college, not just specific academic planning questions. Student feedback also indicated that some workshops could be more effective by incorporating additional hands-on activities. By assessing the messages received through our advising email account we are able to track common student questions and better connect students to advisors and campus resources. Through surveys and student feedback in webinars and events we obtained rich information on key factors that affect student academic success in our college (e.g., time management). As a result, we have made efforts to incorporate resources and information about these factors into our activities.

As noted previously, the process of collectively working together to assess our programs has provided the UAP team opportunities to **strengthen accountability and to engage in thoughtful reflection** on learning outcomes and goals for our programs while also providing motivation for continual improvement. UAP members identified a need for enhanced training on assessment and ways to

evaluate our programs. Team members selected an external facilitator and we dedicated staff development time to work with the facilitator to develop a shared understanding of the assessment cycle, to brainstorm and learn about a variety of assessment approaches for our different activities, and to map our student learning-centered activities to our specific learning outcomes. The UAP team then came together to revise our assessment plan so that individual activities within UAP will be assessed for specific student learning outcomes on a four year cycle. This helps to further stream-line our assessment processes and ensures a more sustainable approach to assessment and program improvement.

Information from our program assessments and program outcomes was **shared with college and campus leadership**. Faculty, staff, and students associated with our UAP programs shared their enthusiasm for assessing program outcomes in order to improve future programming. Our compiled report was used by a campus writing class to provide undergraduate students with experience in editing and revising technical reports for diverse audiences. We also continue to improve the assessment process and to have unit-wide conversations on best practices for assessing our programs, on the individual and group roles we play in assessment and evaluation, and on ways to communicate the impact of our work to our various stakeholders.

Student Learning Outcome #1

Students will create an integrated course of study in alignment with their academic, professional, and personal goals

Student Learning Outcome 1

Academic Probation Webinars

Prepared By: Greg Anderson, Alina Bara, Clarissa Mark

"I learned that I am not alone. I have resources and faculty to assist me with my challenges!"
"What I learned was to not be afraid to reach out to sources that are there to help. It's best to start improving now and get help when needed for study habits"
-Student Feedback, Fall & Winter 2020 Webinars

Overview

After each quarter concludes, the Dean's Office messages students who are in an Academic Probation status based on their most recent academic outcomes. Students enter into an Academic Probation status as a result of their recent quarter or UC cumulative Grade Point Average being below 2.0 but above 1.5. Academic Probation will also occur when students do not maintain an average of 12 or more units per full-time quarter of enrollment. In an effort to support students in returning to good academic standing, probation webinars are offered to all of these students as a way to anonymously attend and identify strategies for improvement.

The Dean's Office acknowledges that there are often times many circumstances impacting a student's academic success. In an effort to support students on academic probation at the start of the quarter, two to three on-line webinars are offered to students within the college to attend. The webinars provide an interactive environment to review academic probation definitions, discuss how to get back in good academic standing, review campus resources, and help students set goals for the quarter and beyond. The CA&ES UAP has offered the Academic Probation on-line webinars since 2018 .

Prior to these webinars, students on academic probation were messaged about their academic standing and were directed to first meet with a major advisor, followed by coming to the Dean's Office for an advising appointment once the Dean's Office completed the Subject to Disqualification process. Sometimes, students were not seen by an advisor until the third week of instruction. As a result, their options for the quarter were more limited. In an effort to be proactive and offer support at the very beginning of the quarter, the multiple opportunities of participating in an interactive webinar, students were able to receive information on academic policy, review academic probation definitions, and test their knowledge about what does it mean to be placed on probation for grades and /or for minimum progress. In-person advising with both a Dean's Office and major advisor, following the webinar, is encouraged. All student's files are noted for their attendance in OASIS, the advising portal.

Student Learning Outcomes

Probation Webinars meet the following Student Learning Outcomes, those that are italicized were addressed in this section of the report.

1. *Students will create an integrated course of student in alignment with their academic, professional, and personal goals, (a) student understands academic requirements and policies.*
2. Student will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience, (b) Utilize appropriate advising resources based upon advisor recommendations

Student Learning Outcome 1

4. Students will analyze their skills and abilities necessary to achieve their goals, (a) Assess strengths and abilities to identify appropriate major in alignment with goals [Note: This SLO is assessed in a separate section of this report.]

Goals

- Advisors create group advising opportunities for students, in webinar format, to discuss academic probation policies and campus resources.
- Advisors create learning outcomes for the webinar to assess students' knowledge pre-and-post webinar.
- Students will have an understating why they were placed on academic probation
- Students will be able to define academic probation and good standing.

Assessment

When students were unsuccessful at achieving the required grade point average or maintaining an average of 12 units during one or more quarters, it was important for the academic advisors to create a platform where students felt open to share their challenges and ask questions freely, while keeping their anonymity, if desired.

Each webinar ran for 50 minutes and was hosted by two Dean's Office Academic Advisors with two or three additional academic advisors, answering Q&A live. During the webinars, UAP advisors sought to demystify academic probation while leading a discussion of GPA and unit specific requirements and helping students identify campus resources to aid in their return to good academic standing. Presenters used different polling questions to evaluate students' understanding of academic requirements and policies at the start and /or at the end of the webinar. The webinars served as a resource to students who were placed on academic probation; in-person advising appointments following the webinar were strongly encouraged.

Our primary sources of data were collected from the interactive polls provided throughout the webinar, with pre- and post-webinar questions in Fall 2019 and questions about probation status for both grades and minimum progress, in Winter and Spring 2020. During the webinar, students engaged with the advisors by using the Q&A function in Zoom to ask clarifying or specific case scenario questions. Without asking for students' personal information, UAP advisors answered all their questions, some in private chat and some were answered live. Answering questions live in the webinar was particularly beneficial when multiple students asked similar questions. If students did share their personal information or if the question required a rather comprehensive response with possible campus referrals and follow-up steps, students were strongly encouraged to follow-up with our Office and to schedule an advising appointment.

In addition to poll data found in the tables below, some of the common questions students asked via Q&A function, during the Fall 2019, Winter and Spring 2020 webinars, are as follow:

- "What happens when the GPA is below 1.5?"
- "When is the probation status removed?"
- "Where and when can I go to discuss my AP status in person?"

Student Learning Outcome 1

- "Do workload units count for minimum progress?"
- "I learned that you're not allowed to change to pass/no pass if you are not in good academic standing. Is this true?"
- "Is there a max # of quarters a student can be on academic probation in their time at UCD? How does this impact a student's track to graduate?"
- "I took 12 units last quarter and received a D for one class. Is this why I'm on academic probation?"
- "Does being on academic probation affect financial aid?"
- "What happens if you take a part-time quarter this quarter? Are you still able to get back into good standing by Spring?"
- "If I am planning to retake a class, I got a D or F in over the summer do I still need to take 12 units?"
- "Does a failed class count towards Minimum Progress?"
- "If I satisfy the passing 12 unit minimum on average currently, but I am on academic probation because of the 1.5-2.0 GPA bracket from Fall quarter, do I go back to good academic standing as long as I get above a 2.0 in Winter quarter?"

Looking at the type of questions students submitted through the Q&A function, we were shown that students have shared questions on a few over-arching topics:

- Impact of workload units on minimum progress
- Questions about repeat units and how they impact overall GPA and minimum progress
- Impact of academic probation on time to degree

Based upon analysis of the student questions, we propose that future webinars include more specific information and possible case scenarios relating to the above topics. We believe that by presenting specific case scenarios, students will gain a deeper understanding of overall probation requirements and possibly get clarification about their own specific situation.

At the end of Fall 2019, 461 students were placed on Academic Probation (for qualitative and quantitative reasons). Out of the 461 students, a total of 155 students (roughly 34%) attended the live webinars offered on January 3rd, 8th & 30th.

At the end of Winter 2020, 435 students were placed on academic probation (for qualitative and quantitative reasons). Out of the 435 students a total of 121 students (roughly 27%) attended the live webinars offered on April 2nd, 8th and 21st.
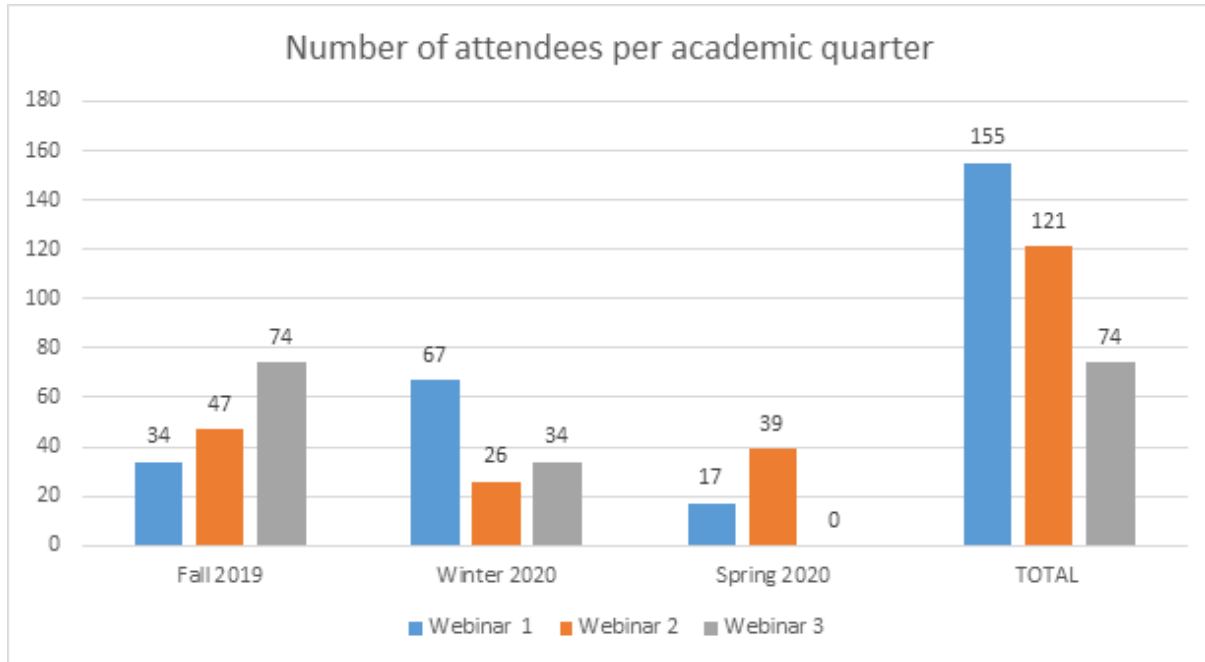
At the end of Spring 2020, 197 students were placed on academic probation (for qualitative and quantitative reasons). Out of the 197 students a total of 74 students (roughly 38%) attended the live webinars offered on June 25th and July 8th.

Figure 1: Number of attendees per academic quarter

We analyzed data collected from different questions that were asked in a form of a poll, during the webinars. These polls were live and results were shared anonymously to viewers (students were not required to answer the questions, but rather they were encouraged to do so). Some participants shared they were unable to see or participate in the live polls. This may have been a result of slow internet, pop-up blockers or other technology limitations. A few students called into the webinar instead of watching the webinar from a computer or smart device, which made it harder to participate in polls. Facilitators did their best to share information verbally and fully covered the information presented via slides or on the screen to create an inclusive learning environment.

The polling questions used during the webinar are as follows:

FALL 2019:

Pre and post-test question: In order to be in good academic standing for minimum progress a student must:

Answer: (b) maintain an average of at least 12 units in all full time quarters

WINTER 2020

Question 1: In order to be in good academic standing for minimum progress a student must:

Student Learning Outcome 1

Answer (b) maintain an average of at least 12 units in all full time quarters

Question 2: A student is on academic probation on the basis of GPA when the quarter &/or cumulative UC grade point average (GPA) is:

Answer (b) below 2.00 but above 1.50

SPRING 2020

Question 1: In order to be in good academic standing for minimum progress a student must:

Answer (b) maintain an average of at least 12 units in all full time quarters

Question 2: A student is on academic probation on the basis of GPA when the quarter &/or cumulative UC grade point average (GPA) is:

Answer (b) below 2.00 but above 1.50

FALL 2019

At the start of the academic year, we wanted to poll students' understating of academic probation status. By asking the same pre- and post-webinar question "In *order to be in good academic standing for minimum progress a student must…"* we were able to assess students' level of understating of the term "academic probation" vs. "good standing" at the beginning of the webinar, and again at the end of the webinar. Please see below tables (Table 1 & 2).

In Fall 2019, an average of 79% of students had an understanding of academic probation for minimum progress at the beginning of the webinar. That number went up to an average of 98% at the end of the webinar. We saw that students were engaged during our interactive program, paid attention to the presentation and used the Q&A function to ask clarifying questions.

Table 1: Pre-test question: In order to be in good academic standing for minimum progress a student must:

- Answer (b) maintain an average of at least 12 units in all full-time quarters

DATE	Number of Attendees	Number of Respondents	Correct Answers	Incorrect Answers
Webinar One Friday, JAN 3	34	27	21 (78%)	6 (22%)
Webinar Two Wednesday, JAN 8	47	35	27 (77%)	8 (23%)
Webinar Three Thursday, JAN 30	74	53	44 (83%)	9 (17%)

Table 2: Post-test question: In order to be in good academic standing for minimum progress a student must:

- Answer (b) maintain an average of at least 12 units in all full-time quarters

DATE	Number of Attendees	Number of Respondents	Correct Answers	Incorrect Answers
Webinar One Friday, JAN 3	34	28	28 (100%)	0 (0%)
Webinar Two Wednesday, JAN 8	47	31	30 (97%)	1 (3%)
Webinar Three Thursday, JAN 30	74	50	48 (96%)	2 (4%)

WINTER 2020

After looking at the data collected in the Fall quarter, the assessment workgroup in collaboration with the probation workgroup, decided to add a question about probation for qualitative reasons, to better assess students' understanding of the probation status as a whole, and requirements to get back into good academic standing. This time the two poll questions were asked at the end of the webinar and they were:

- In order to be in good academic standing for minimum progress a student must…
- A student is on academic probation on the basis of GPA when the quarter &/or cumulative UC grade point average (GPA) is…

After attending the webinar, an average of 97% of students understood the terms of academic probation for minimum progress and an average of 96% of students understood the terms of academic probation constraints, the presenters were not able to survey students' understanding of academic probation for grades on the April 8th webinar. Not having the complete data makes it difficult to fully assess effectiveness of this specific webinar and compare the collected data with the other two Winter seminars offered on APR 2nd and APR 21st. for grades. Due to technology the

Please see below tables (Table 3 & 4). Students were engaged during our interactive program, paid attention to the presentation and used the Q&A function to ask clarifying questions.

Table 3: Question 1: In order to be in good academic standing for minimum progress a student must:

- Answer (b) maintain an average of at least 12 units in all full-time quarters

DATE	Number of Attendees	Number of Respondents	Correct Answers	Incorrect Answers
Webinar One Thursday, APR 2	67	52	50 (96%)	2 (4%)
Webinar Two Wednesday, APR 8	26	21	20 (95%)	1 (5%)
Webinar Three Thursday, APR 21	34	22	22 (100%)	0 (0%)

Table 4: Question 2: A student is on academic probation on the basis of GPA when the quarter &/or cumulative UC grade point average (gpa) is:

- Answer (b) below 2.00 but above 1.50

DATE	Number of Attendees	Number of Respondents	Correct Answers	Incorrect Answers
Webinar One Thursday, APR 2	67	59	57 (97%)	2 (3%)
Webinar Two Wednesday, APR 8	26	No data	No data	No data
Webinar Three Thursday, APR 21	34	20	19 (95%)	1 (5%)

As we moved along with the webinars, advisors realized that the poll questions were somewhat surface level questions. In an effort to assess students' understanding of probation status more in-depth, the assessment workgroup in collaboration with the probation workgroup, added a pilot exit poll on the April 21st webinar. At the end of the webinar, before logging out, students were asked to optionally take one additional survey to help us build a more robust probation webinar in the future. The questions

Student Learning Outcome 1

asked were pulled from real case scenarios of students' circumstances on probation for both grades and minimum progress. Out of 34 attendees, ten students opted to take the survey. Please See below:

QUESTION	Good Academic Standing	Academic Probation	Subject to dismissal	Correct answers	Incorrect answers
Student A has an overall GPA of 2.375 and their GPA last quarter was 1.686. They are currently averaging 12.5 units per full time quarter. This student is:	1	9	0	9 (90%)	1 (10%)
Student B has an overall GPA of 3.147 and their GPA last quarter was 1.450. They are currently average 14 units per full time quarter. This student is:	1	9	0	0 (0%)	10 (100%)
Student C has an overall GPA of 2.025 and their GPA last quarter was 2.550. They are currently averaging 13.2 units per full time quarter. This student is:	9	1	0	9 (90%)	1 (10%)
Student D has an overall GPA of 3.250 and their GPA last quarter was 3.175. They are currently averaging 11.5 units per full time quarter. This student is:	2	8	0	8 (80%)	2 (20%)

While none of the questions were answered correctly by all students, in general, the majority of students seemed to understand the detailed requirements of academic probation for grades and minimum progress.

Question Two, in particular was answered incorrectly by 100% of students, but that is because the information about Subject to Dismissal (SD, GPA below 1.5 per quarter) was not covered during the webinar. The Subject to Dismissal term was mentioned occasionally, but was not covered fully, as the webinar discussion was mainly focusing on academic probation policies and requirements. The

Student Learning Outcome 1

assessment group will revise these additional poll questions for future webinars to align with material covered during the webinar.

SPRING 2020

After attending the webinar, 100% of students understood the academic probation policies with respect to both grades and minimum progress. The webinar was presented very similar with the ones offered in the Winter quarter. We were pleasantly surprised to find that all students had an understanding of academic probation policies, at the end of the webinar. Due to various constraints, the presenters were not able to survey students' understanding of academic probation for grades on the July 8th webinar. Not having the complete data makes it difficult to fully assess the effectiveness this specific webinar and compare the collected data with the other Spring seminar offered on June 25th. Please see below tables (Table 5 & 6)

Table 5: Question 1: In order to be in good academic standing for minimum progress a student must:

- Answer (b) maintain an average of at least 12 units in all full-time quarters

DATE	Number of Attendees	Number of Respondents	Correct Answers	Incorrect Answers
Thursday, JUN 25	17	16	16 (100%)	0 (0%)
Wednesday, JUL 8	39	No data	No data	No data

Table 6: Question 2: A student is on academic probation on the basis of GPA when the quarter &/or cumulative UC grade point average (gpa) is:

- Answer (b) below 2.00 but above 1.50

DATE	Number of Attendees	Number of Respondents	Correct Answers	Incorrect Answers
Thursday, JUN 25	17	15	15 (100%)	0 (0%)
Wednesday, JUL 8	39	No data	No data	No data

Student Learning Outcome 1

Program Limitations and Challenges

Roughly 33% of students who were placed on Academic Probation (for grades and /or minimum progress) attended the academic probation webinars. It would be helpful to use a greater number of student responses to get a better sense of what type of information our students need to better understand the academic probation policies.

A few participants noted that they were not able to view/participate in the polls.
Another limitation was the webinar duration, 50 minutes seems to not be enough time to discuss probation specific policies and help students create a plan to help them return into good academic standing.

There were challenges with consistency with assessment since the poll questions differed from quarter to quarter.

Initial poll questions were somewhat basic questions, and the data collected does not fully reflect the level of students' understating of the academic probation status details and policies.

Recommendations for Future

Content changes can be made to the presentation to aid in student learning. Specifically, the development of case studies highlighting more specific information and academic policy will provide participants with another avenue to develop understanding. These case studies could include examples relating to repeat units, workload units/classes, and other examples relating to academic standing. The case studies could also be used to inform poll questions throughout the webinar. Other content changes could include the use of breakout rooms for students to ask questions in smaller group settings.

Improvements can be made to the surveys and questions to create better alignment with student learning outcomes. Utilizing consistent pre and post-webinar surveys will help assess student learning more effectively over time. After the webinar is complete, an informative flyer of graphic could be sent to students as a reference for key takeaways of webinar information. This flyer could be developed from the questions asked throughout the polls.

Utilizing student feedback and panels can help create more intentional marketing for the webinar to ensure that targeted students understand the information presented and the value of attendance.

International Student Schedule Checks

Prepared By: Greg Anderson, Alina Bara, Clarissa Mark

"The CA&ES Dean's Office is here to support you in achieving your goals. As professional advisors, we make recommendations for your first quarter classes based on your registered (not waitlisted) classes. We reviewed your Fall 2019 schedule and have the following recommendations…"
—UAP Dean's Office message to international students

Overview

Each year, international students begin their enrollment at UC Davis and many have not had the opportunity to attend Orientation, where they would receive advising about Fall Quarter enrollment. In addition, students may begin their enrollment coming from educational systems that are far different from UC Davis and US educational systems.

To ensure that incoming International students are set up for a successful Fall Quarter, advisors perform schedule checks after course registration, but before the start of the schedule. Advisors look for enrollment issues that might cause difficulties later:

- Student is enrolled in less than 12 total units, which would not satisfy visa or minimum progress requirements
- Student is enrolled in more than 15 total units
- Student is enrolled in unbalanced schedule (e.g. 15 units of all STEM coursework)
- For first-years, student is enrolled in upper-division coursework
- Student is enrolled in graduate-level coursework
- Student is enrolled in courses not recommended for first-quarter students (e.g. courses that require extensive English writing)

The specific recommendations that are provided to incoming students is based on either Dean's Office advising experiences in situations of total units and balanced schedules, as well as recommendations against graduate-level coursework and upper-division coursework for first year students. Recommendations against specific course enrollment comes from advice provided by major advisors and advisors in other colleges over time.

UAP has been performing International Student Schedule Checks for the past 4 years. The future of these Schedule Checks may look different as UC Davis transitions to an online pre-Orientation program that is available to all students, domestic and international alike, as well as an in-person Orientation that occurs the week immediately preceding Fall Quarter.

Messages about schedule checks also provide students opportunities to begin developing a relationship with UAP as a source for quality academic advising. In addition, the messaging encourages students to think in a metacognitive way about their course enrollment strategies.

Student Learning Outcome 1

Student Learning Outcomes

International Student Checks meets the following Student Learning Outcomes, those that are italicized were addressed in this section of the report.

1. *Students will create an integrated course of student in alignment with their academic, professional, and personal goals, (c) Monitor individual progress with appropriate campus technology, (d) Develop academic plans with advisors*

4. Students will analyze their skills and abilities necessary to achieve their goals, (b) Execute advisor recommendations

Goals

- Provide suggestions for building a balanced course load
- Encourage students to think about how enrolled courses impact each other and student's future goals
- Create initial line of communication between CA&ES UAP and students prior to their arrival on campus

By proactively reaching out to incoming International Students, our Office begins to develop relationships with students regarding their course planning. Ideally, this email will serve to increase trust in the Undergraduate Academic Programs team and encourage students to contact our Office with additional questions around course planning. It is important for students to develop balanced course loads that will help students achieve the multitude of their goals – meeting graduation requirements, including major requirements, preparing for graduate school or careers, and taking classes that are personally fulfilling. By providing feedback on this balance, UAP encourages students to think metacognitively about whether future courses are balanced and aligned with these goals.

Assessment

In previous years, International Student Schedule Checks have been implemented, but have not been actively assessed to confirm the effectiveness of the program. The data below was gathered and manually analyzed to provide feedback on the 2019-20 program.

In 2019, the International Student Schedule Check team (Brad Horton, Tracy Diesslin, and Greg Anderson) reviewed the schedules for a total of 233 students, including 154 incoming first-years and 79 incoming transfer students. We provided 187 recommendations, though some students received multiple recommendations.

Student Learning Outcome 1

Table 7: Recommendations for schedule changes

Total Recommendations	187	
Recommendations Followed	119	63.64%
Recommendations Not Followed	68	36.36%
1st Year Recommendations	**173**	
Recommendations Followed	108	62.43%
Recommendations Not Followed	65	37.57%
Transfer Recommendations	**24**	
Recommendations Followed	11	45.83%
Recommendations Not Followed	13	54.17%

Of the 173 First Year Recommendations, 60 students received one recommendation to change their schedule, 46 students received two recommendations, seven students received three recommendations. 40 First-Year students had acceptable schedules and did not receive any recommendations. Of the 24 Transfer Recommendations, 14 students received one recommendation and five students received two recommendations. 58 Transfer students had acceptable schedules and did not receive any recommendations.

Figure 2: Recommendations for schedule changes for 1st year students
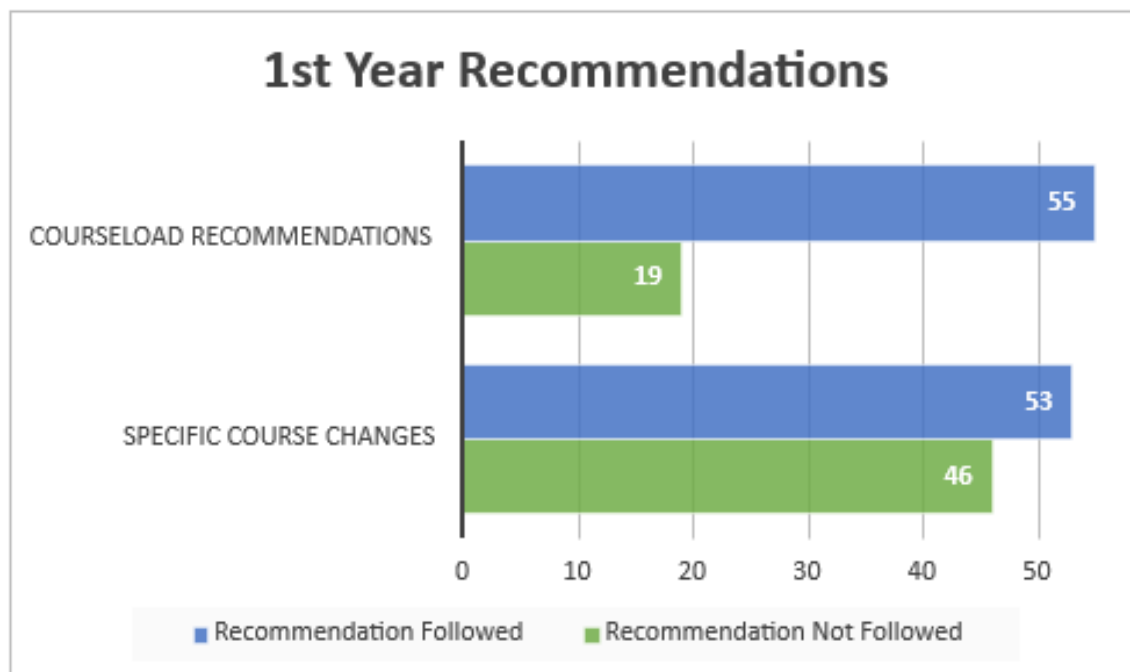
Student Learning Outcome 1

Below, a listing of all course change recommendations, along with the number of students who followed this advice and those who chose not to follow this advice.

Table 8: Specific Course Change Recommendations

Specific Course Changes		
	Followed	Not Followed
Consider dropping specific lower division course	46	42
Consider dropping upper division course	5	0
Other	2	3
Course load Recommendations		
	Followed	Not Followed
Enroll in at least 12 units	24	0
Reduce your course load to 12-15 units	31	19

Figure 3: Recommendations for schedule changes for transfer students
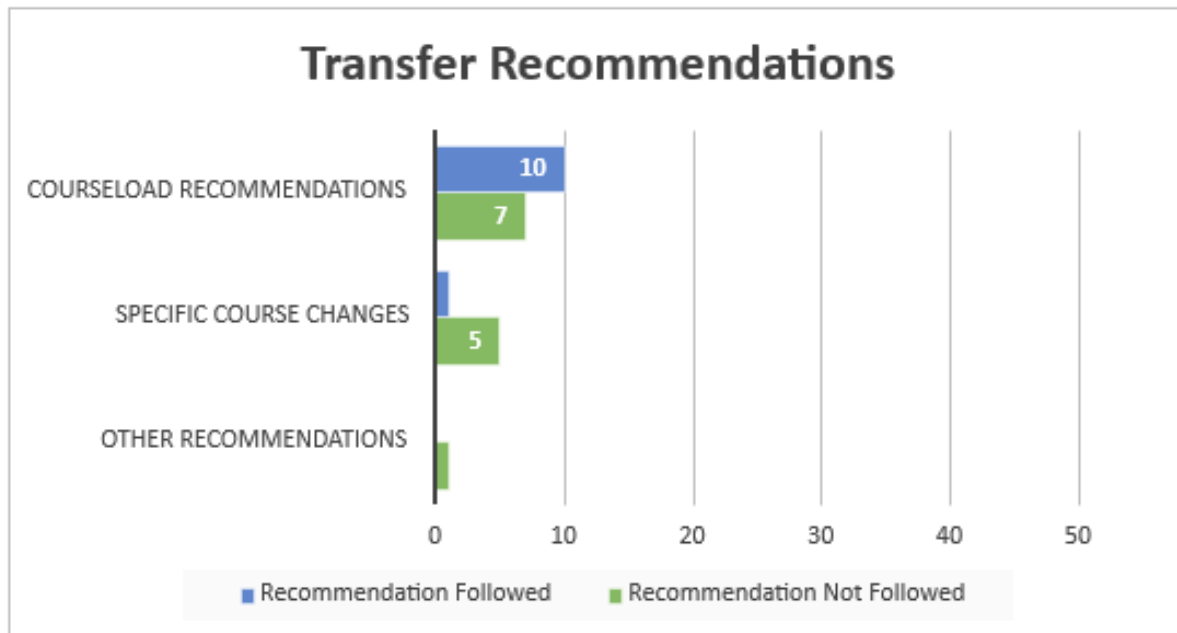
Note: Each specific transfer course change recommendation was unique.

Student Learning Outcome 1

Table 9: Recommendations to Adjust Course Load Based on Units

Course load Recommendations		
	Followed	Not Followed
Enroll in at least 12 units	1	1
Reduce your course load to 12-15 units	9	6

As can be seen in the data above, students were far more likely to follow recommendations relating to their workload at UC Davis than they were to follow specific suggestions around courses that are not recommended for first-quarter students.

Program Effectiveness

To compare the effectiveness of our outreach to students, it is useful to compare the students who followed the recommendations of schedule checks to those who did not, as well as those who had acceptable schedules in the first place.

By virtue of the recommendation, students who were recommended to drop particular courses do not have a 'control group' that they can be compared to. However, we are able to review the final grades of the students who did not follow recommendations to drop specific courses. Overall, the 45 incoming first-year students who received these recommendations received a 2.72 GPA in the specific courses that they were recommended to drop. Sample sizes for each specific class are small, but are listed below, along with the number of students who received the recommendation to drop that course.

Students who received recommendations relating to their course load can be grouped into 4 categories:

- Those who were advised to increase their workload to at least 12 units and into the 12-15 unit range
- Those who were enrolled in more than 15 units and were advised to reduce their courseload to 12-15 units and **followed** this advice
- Those who were enrolled in more than 15 units and were advised to reduce their courseload to 12-15 units and **did not follow** this advice
- Those who received no recommendations since they were already enrolled in 12-15 units

Table 10: First year student recommendations

FIRST YEAR STUDENT RECOMMENDATIONS	
Recommendation	Mean End of Quarter GPA
Enroll in at least 12 units	3.154
Reduce your course load to 12-15 units: *Followed*	3.174
Reduce your course load to 12-15 units: *Not followed*	3.164
No Recommendations	3.005

Student Learning Outcome 1

First-year students who received recommendations to reduce their course load to 12-15 units had slightly higher GPAs than either students who were advised to increase their workload or those who did not follow advice to reduce their course load. Most surprising, though, was that the mean GPA was somewhat lower for students who were told that they had an acceptable GPA than any other group.

Program Limitations and Challenges

One limitation of the program is that it has not proactively been assessed for effectiveness of outreach. Due to the range of data required to analyze schedules before and after Fall Quarter, it is quite time-consuming to compare the data manually.

Similarly, the emails that students received used a 'mail-merge' function given the variety of recommendations and difference for each individual situation. To remain manageable, we are unable to modify each individual email to every individual student, so it makes it challenging to assess the schedule checks against the student's individual goals, experiences, and plans.

In addition, despite having emailed 233 students, we received little response from the students who we reached out to with schedule checks. So while the schedule checks did provide the feedback to students that we desired and hopefully demonstrated that the Dean's Office can be a resource for quality advising, it did not initiate the immediate advising conversations that we hoped that it would. However, it is entirely possible that these students returned later on to receive later advising.

One additional challenge going forward relates to the purpose of the International Student Schedule Checks. These checks are partially due to the fact that International students may not be as familiar with American schooling structures. However, the other reason for these schedule checks was that International students previously could not attend Orientation for course registration as Orientation occurred in the middle of the summer and students could not book two international flights in two months. However, going forward, course registration for all new students is happening prior to Orientation, which is immediately prior to Fall Quarter. The changes to Orientation will provide an opportunity to re-evaluate the purpose and time of International Student Schedule Checks since International Students will now have similar orientation and registration schedules as domestic students.

Recommendations for Future

The analyzation of previously collected data can help determine the effectiveness of the schedule checks. We believe this analysis can be best done when our Information Technology unit is fully staffed and technical assistance when making data requests. We could use peer advisors and student assistants to compile the data and help UAP staff identify trends and patterns in the absence of additional technology personnel assistance.

To help students understand the importance of making appropriate schedule changes based upon advisor recommendations the reasoning behind why the advisor is recommending such a change could be included in the messaging sent to students. Currently, a Mail Merge is used to provide individual recommendations without much of an explanation.

Considering the time that it takes to conduct the schedule checks for all of our International students, we can consider how the updated Orientation model and Aggie 101 is conducted and review whether or not these schedule checks are needed for students who complete Aggie 101.

Aggie Ambassadors: Class Speakers

Prepared By: Greg Anderson, Alina Bara, Clarissa Mark

Overview

Every quarter, UC Davis undergraduates, primarily students in CA&ES, volunteer to join Aggie Ambassadors. Aggie Ambassadors serve as student ambassadors to UC Davis and CA&ES. To become an Aggie Ambassador, students may attend weekly meetings throughout the academic year, and/or enroll in AED 98 or AED 198 to earn class credit. AED 98/198 is offered every quarter and meets once a week for 50 minutes.

Historically, the Aggie Ambassadors class (AED 98/198) has incorporated many guest speakers in its curriculum. Prior to the 2016-2017 academic year, guest speakers were coordinated to present to Aggie Ambassadors in every AED 98/198 class session by the Undergraduate Academic Programs (UAP) Student Leadership Program Coordinator. In total, eight class speakers were arranged to present every quarter. Beginning Fall 2016, the UAP Student Leadership Program Coordinator reduced the number of guest speakers to 3-4 class speakers per quarter for each AED 98/198 section.

Class speakers have included Aggie Ambassador alumni, UC Davis graduate students, staff and faculty members from CA&ES, and Associate Deans from CA&ES. These speakers are invited to present on their career path and educational journey, their research in agricultural, environmental, and human/social sciences, careers available in their field, and innovations and challenges facing their field today, in addition to student opportunities and campus resources. Through providing multiple forms of engagement with CA&ES Associate Deans, faculty and staff, graduate students, and Aggie Ambassador alumni, Aggie Ambassadors will gain a better understanding of the fields of agricultural and environmental sciences, campus resources, and CA&ES so that they are better equipped to outreach to their fellow CA&ES peers.

In 2019-2020, AED 98/198 hosted three types of class speaker presentations: (1) career panels; (2) individual faculty speakers; (3) Associate Deans panel. Class speakers participating on career panels and the Associate Deans panel were asked to serve as a panelist and answer various questions related to their career path, prior education, and their research field. Depending on the size of the Aggie Ambassadors class, a round table style has been used as an alternative to a panel style. Individual faculty speakers mainly presented in a lecture style. After each class speaker finished their presentation, a Q&A session is held to answer any questions Aggie Ambassadors may have.

During the 2019-2020 academic year, the UAP Student Leadership Program Coordinator arranged for one career panel and two faculty speakers in Fall quarter, one career panel, one Associate Deans panel, and one faculty speaker in Winter quarter, and two faculty speakers in Spring quarter. In Fall 2019, since two different sections of AED 98/198 were held, one on Tuesdays and one on Wednesdays, a different group of panelists and faculty speakers were invited to present for each section. The UAP Student Leadership Program Coordinator will aim to invite faculty speakers from different CA&ES departments throughout the year, not just faculty from the largest CA&ES majors. However, due to logistics around COVID-19 closures and remote learning, fewer class speakers were invited to present in Spring 2020.Undergraduate students join Aggie Ambassadors with varying levels of interest in and knowledge of agricultural, environmental, and human/social sciences. In order for Aggie Ambassadors

Student Learning Outcome 1

to effectively serve as student ambassadors for the CA&ES, they must have opportunities to learn about campus resources, the College's role in agricultural and environmental sciences, and its impact on the world today, as well as opportunities to engage with experts in these fields. Through attending class speaker presentations and participating in discussions and Q&A sessions with guest speakers, Aggie Ambassadors will:

- Learn more about the fields of agricultural, environmental, and human/social sciences, particularly the challenges that exist in the fields today
- Gain a greater awareness of campus resources and opportunities that can support their educational goals
- Explore their own personal interests in agricultural, environmental, and human/social sciences, and further reflect on academic and professional goals

Student Learning Outcomes

Aggie Ambassador Class Speakers meets the following Student Learning Program Outcome, those assessed in this report are italicized:

1 *Students will create an integrated course of study in alignment with their academic, professional, and personal goals, (b) Participate in academic, professional, and/or co-curricular activities that align with their educational goals*

3. Student will improve their local area, campus, home region, and/or global communities, (c) Attend events that will expand own knowledge and experience of world views, (d) Understand self as part of a larger community
4. Students will analyze their skills and abilities necessary to achieve their goals (c) Intentional reflection on own personal development

Goals

- Provide students the opportunity to hear about CA&ES faculty research and career paths, and/or opportunities for students to help students grow a wider understanding of CA&ES and faculty

Class speakers invited to present to Aggie Ambassadors will discuss different aspects of CA&ES, and/or different career and educational paths to aid students in career development. CA&ES faculty will typically present on their research, common issues facing their field, their career path and prior education, and student opportunities in their field. Associate Deans who participate as class speakers will present on their responsibilities as an Associate Dean, the division that they oversee and its role within CA&ES, their career path and prior education, and answer student questions. Aggie Ambassadors will learn more about different career paths and tips for achieving their professional goals from UC Davis graduate student speaker and Aggie Ambassador alumni speakers. Through listening and engaging with class speakers during AED 98/198, Aggie Ambassadors will participate in activities that can help better prepare them to pursue their educational goals.

Assessment

Following each class speaker presentation, Aggie Ambassadors were asked to complete a short survey at the end of class, to evaluate the presentation. The surveys were developed to assess whether the class speaker met the program goal and to provide an avenue for students to submit recommendations for improving the speaker presentation. More specifically, the surveys assessed to what degree Aggie Ambassadors learned about CA&ES, the research that CA&ES faculty are involved in, and potential career paths for CA&ES students. Three distinct surveys were created, one survey for career panels, one survey for individual guest speakers, and one survey for the Associate Deans panel. Survey questions were developed to assess in what ways the class speaker achieved the Aggie Ambassador program goal, to what degree the class speaker achieved this, and any changes that can be implemented for future class speakers. Survey results provided both quantitative and qualitative data directly from Aggie Ambassadors.

In Fall 2019, 66 students were enrolled in the Tuesday section of AED 98/198 and 14 students in the Wednesday section. In Winter 2020, 41 students were enrolled in AED 98/198 and 33 students in Spring 2020. It is important to note that Aggie Ambassadors could skip a survey or elect to not turn in their survey, in addition to submitting their speaker survey without answering all survey questions. The data presented in this section is based solely on student surveys that were submitted in class.

At the beginning of the surveys, Aggie Ambassadors were asked to rate their level of agreement with several statements related to the corresponding class speaker presentation. Students were to provide a rating on a scale of one, strongly disagree, to four, strongly agree. Statements in the survey for individual guest speakers included "I feel more aware about the College of Agricultural and Environmental Sciences" and "I learned something new from the speaker". Alternatively, statements in the career panel survey were "I learned about different career opportunities", "I found it beneficial to hear from professionals across these different fields", and "I learned something new". Statements in the Associate Deans panel survey were "This was beneficial for me as a student", "I learned something new" and "I understand more about college now". Through this method, quantitative data was collected to assess whether Aggie Ambassadors learned anything new about CA&ES and the fields of agricultural, environmental, and human/social sciences and whether they found the content to be beneficial for their own learning.

To begin assessing the student responses, submitted surveys were first organized by the type of survey, then by the speaker or panel. After recording all survey responses, ratings for each question were averaged. The average ratings for each speaker or panel can be found in Table 11, Table 12, and Table 13, in addition to total averages by question for each survey type. Table 11, Table 12, and Table 13 also indicate during which quarter the class speaker or panel presented to Aggie Ambassadors. Overall, Aggie Ambassadors rated the speakers and panels high for each statement. Ratings for the statements all averaged between three to four, with the lowest rating of 3.35 and the highest rating of 4.00.

One statement that Aggie Ambassadors were asked to evaluate, that was consistent across all surveys was "I learned something new [from the speaker]". This broad statement gave the student the opportunity to interpret on their own, whether they were introduced to a topic or concept that they previously did not know. With the goal of the class speakers being so wide ranging, this statement was intentionally used to allow UAP to assess more than one part of the goal for one given question. Aggie Ambassadors rated this statement particularly high, with an average of 3.80 on individual guest speaker

Student Learning Outcome 1

surveys, an average of 3.82 on career panel surveys and an average of 4.00 on the Associate Deans panel survey.

Statement ratings were generally much higher on the Associate Deans panel surveys in comparison to individual guest speaker surveys. Ratings on the Associate Deans panel survey ranged from 3.81-4.00, while individual guest speaker survey ratings ranged from 3.35-3.89. Career panel ratings were not far behind Associate Deans panel ratings, ranging from 3.68-3.86. However, all ratings below 3.50 came from individual class speaker surveys and in response to the statement, "I feel more aware about the CA&ES".

Another statement that received high ratings from Aggie Ambassadors was found on the career panel surveys and Associate Deans panel survey. The career panel survey asked students to rate the following statement, "I found it beneficial to hear from professionals across these different fields", while the Associate Deans panel survey asked students to rate, "This was beneficial to me as a student". Although the statements have subtle differences based on the type of speakers, this survey question leaves room for open interpretation by students. Students were not limited to just rating how beneficial the content was in relation to their academic goals. Aggie Ambassadors rated this statement on the career panel surveys an average of 3.74 in Fall 2019 and an average of 3.71 in Winter 2020. They also rated the statement on Associate Deans panel surveys an average of 3.81. Overall, Aggie Ambassadors found the career panels and Associate Deans panel to be beneficial.

Table 11: Average ratings from individual class speaker survey results

	Question 2: I feel more aware about the CA&ES	Questions 3: I learned something new from the speaker	Survey Response Rate
Speaker A (Fall 2019 - Tuesday)	3.43	3.66	84.84%
Speaker B (Fall 2019 - Wednesday)	No survey	No survey	N/A
Speaker C (Fall 2019 - Wednesday)	3.35	3.85	100%
Speaker D (Winter 2020)	3.78	3.89	65.85%
Speaker E (Spring 2020)	No survey	No survey	N/A
Speaker F (Spring 2020)	No survey	No survey	N/A
Total Average	**3.52**	**3.80**	

Student Learning Outcome 1

Table 12: Average ratings from career panel survey results

	Question 1: I learned about different career opportunities	**Question 2: I found it beneficial to hear from professionals across these different fields**	**Question 3: I learned something new**	**Survey Response Rate**
Career Panel (Fall 2019 - Tuesday)	3.74	3.74	3.78	81.81%
Career Panel (Fall 2019 – Wednesday)	No survey	No survey	No survey	N/A
Career Panel (Winter 2020)	3.68	3.71	3.86	68.29%
Total Average	**3.71**	**3.73**	**3.82**	

Table 13: Average ratings from Associate Deans panel survey results

	Question 1: This was beneficial to me as a student	**Question 2: I learned something new**	**Question 3: I understand more about college now**	**Survey Response Rate**
Associate Deans Panel (Winter 2020)	3.81	4.00	3.91	78.05%

In the second part of the surveys, Aggie Ambassadors were asked two open ended questions to provide more detailed feedback on each presentation. All three surveys asked Aggie Ambassadors to answer the following question, "what is one takeaway from the speaker or presentation?". On the individual guest speaker surveys, many students responded with general takeaways related to the speaker's field in agricultural, environmental, or human/social sciences, showing that they were engaged with the content. For example, 15 students responded to this survey question on a presentation given by Speaker A with "take action to save water". Alternatively, Aggie Ambassadors responded to this question on the career panel surveys with takeaways to help them achieve their professional goals. In Winter 2020, seven Aggie Ambassadors responded to the career panel survey that their takeaway from the presentation was the "importance of internships". In response to this question on the Associate Deans panel survey, the majority of Aggie Ambassadors wrote that their takeaway was learning more about the

Student Learning Outcome 1

Associate Deans and their responsibilities, while seven Aggie Ambassadors indicated that "opportunities and resources in CA&ES" was their takeaway from the panel presentation.

A second open ended question was included in the surveys to solicit recommendations on how to improve the speaker presentations. Aggie Ambassadors were asked, "what is one thing you would have changed about the speaker's presentation?" on the individual speaker surveys. Similarly, the career panel surveys and Associate Deans panel survey asked Aggie Ambassadors "what would you have changed or added?" The feedback from students on the individual class speaker surveys was rather diverse. The most common recommendation for the presentations from Aggie Ambassadors was adjusting the content to be more engaging and interactive with the class, which 21.36% of the survey respondents suggested. A large number of students also noted that some graphics in the speaker presentations were difficult to understand for students who are not knowledgeable of the speaker's field.

The majority of recommendations on the career panel surveys were similar to the individual class speaker surveys. Students recommended career panelists utilize more engaging activities or discussions and suggested recruiting more panelists from a wider range of CA&ES majors. The UAP Student Leadership Program Coordinator strives to recruit speakers from different CA&ES departments throughout the academic year, especially faculty from smaller CA&ES departments, in order for Aggie Ambassadors to learn more about CA&ES departments they may not be aware of or as knowledgeable of. However, the task of recruiting speakers from different CA&ES majors and departments has been an ongoing challenge.

In response to this same question on the Associate Deans panel, Aggie Ambassadors only had four unique recommendations for changes and additions to the panel presentation. Of the 41 students enrolled in the class in Winter 2020, only 13 students responded to this question. Aside from audio issues, which three students commented on, seven students recommended having more time to talk with each Associate Dean individually, rather than in a panel format. The remaining recommendations included having "more information to prepare better questions", and "no restricted questions". To allow Aggie Ambassadors more time to speak with an individual panelist, the UAP Student Leadership Program Coordinator began implementing a round table style format, where each panelist would speak with a small group of students for a set amount of time, then groups of students would rotate between panelists. Aggie Ambassadors may prefer this style, but the round table format is not always a viable option with the class size and the number of students who attend class that day.

Program Limitations and Challenges

Although 11 total class speaker sessions were originally coordinated for 2019-2020, several issues arose that impacted the program. In Fall 2019, a faculty speaker for the Tuesday section, cancelled late due to being sick. Unfortunately an alternate class speaker was not able to be arranged in time. Additionally, surveys for one speaker in fall 2019, were not distributed to Aggie Ambassadors due to time constraints for AED 98/198. After holding the Q&A session, the UAP Student Leadership Program Coordinator decided not to hand out class speaker surveys because students did not have enough time to complete the survey before the end of class. This is noted on Table 14, providing an explanation for no survey data in this case.

Student Learning Outcome 1

Two different career panels were arranged in Fall 2019, one set of panelists for the Tuesday AED 98/198 section and a different set of panelists for the Wednesday section. Although both career panels presented to their respective Aggie Ambassadors section, only one class received speaker surveys to complete. Surveys were distributed to the Tuesday section, however, surveys were not distributed to the Wednesday section due to time constraints again. Students did not have enough time to fill out the surveys before the end of class so surveys were not handed out to the Wednesday section. Table 15 indicates a notation of "No survey" for this limitation. Of the three speaker presentations that were scheduled for the Wednesday section in Fall 2019, only one survey was distributed.

In preparation for Spring 2020, the Student Learning Outcome (SLO) 1 group, made up of Greg Anderson, Alina Bara, and Clarissa Mark, had planned to incorporate an additional survey question in the class speaker surveys, to provide an opportunity to better assess this program. During Winter 2020, the SLO 1 group developed the following statement for Aggie Ambassadors to rate on a scale of 1, strongly disagree, to 4, strongly agree: "The topic of this speaker's presentation relates to my educational goals". This statement was intended to be added to class speaker surveys in Spring 2020. However, with the uncertainty surrounding COVID-19 in Spring 2020, the UAP Student Leadership Program Coordinator was concerned that class speakers for the quarter would be cancelled entirely. Therefore, the SLO 1 group decided to postpone the addition of the survey question until a future quarter.

In Spring 2020, the program was heavily impacted due to COVID-19. As previously stated, fewer class speakers were invited to present to Aggie Ambassadors in Spring 2020. Two class speaker sessions were successfully coordinated despite numerous challenges, but due to constraints of the online class format for AED 98/198, surveys were not distributed for either class speaker session. The lack of surveys are also noted in the footnote to Table 12.

A major factor that determines the success of this program is the recruitment of class speakers. Aggie Ambassadors are unable to have class speakers if speakers are not recruited. The UAP Student Leadership Program Coordinator is responsible for recruiting all class speakers, including all panelists. This is an enormous task that can be extremely difficult, especially for a position that does not regularly work with UC Davis faculty and academic departments. The UAP Student Leadership Program Coordinator will contact CA&ES major advisors for recommendations for faculty to serve as class speakers. Often times specific recommendations are not received, or recommended faculty are unavailable for that particular quarter or academic year. Consequently, the UAP Student Leadership Program Coordinator is forced to rely on the connections from other staff or faculty to recruit class speakers. To solicit direct student feedback and alleviate the pressure off of the UAP Student Leadership Program Coordinator, Aggie Ambassadors are now able to submit recommendations for faculty class speakers, which has been helpful. Additionally, Aggie Ambassadors Officers are now being tasked with assisting in recruiting class speakers for Winter and Spring quarters. Aggie Ambassadors will likely recommend staff and CA&ES faculty who they feel their peers would enjoy listening to and learning from, and who they feel would be beneficial for their peers to hear from.

Although Aggie Ambassadors have the opportunity to provide feedback on class speakers through surveys, they are not required to do so. Surveys are distributed to students and students are asked to submit them before leaving class, but students do not have to complete the survey if they prefer not to. For instance, if a student was in a rush to make it to their next class, they could leave class without

submitting their survey. Aggie Ambassadors can also submit their survey without having completed all survey questions. These two obstacles pose a challenge for the program because they are missed opportunities to obtain critical direct student feedback. In addition, if AED 98/198 continues to be held remotely due to COVID-19, an alternative to paper surveys for class speakers must be developed.

Recommendations for Future

AED 98/198 is currently scheduled to be held remotely in Fall 2020, and potentially through the remainder of the 2020-2021 academic year. Until the class returns to an in-person format, adjustments will need to be made to assess this program since hard copy paper surveys are not a viable option. The class speaker surveys may need to be temporarily moved to an online platform, such as Qualtrics or Google Surveys. The benefit of using an online platform is that they will automatically record submitted data and can generate a report of all answers, so that UAP does not need to rely on student staff to handle these tasks. To distribute the survey during class, the UAP Student Leadership Program Coordinator can send out the survey link to Aggie Ambassadors via Zoom Chat immediately following the class speaker presentation. To ensure that students have time to complete the survey, class time should be saved for this. There are still clear challenges with this approach, such as students not completing the online survey and students not having enough time to complete the survey, but this can serve as a starting point for this period of uncertainty and can be reassessed later in the 2020-2021 academic year.

As previously discussed, an additional survey question was created to better assess this program for Student Learning Outcome #1: Students will create an integrated course of study in alignment with their academic, professional, and personal goal. For future quarters, it is recommended that the following statement be added to all class speaker surveys for rating by Aggie Ambassadors, "The topic of this speaker's presentation relates to my educational goals". This survey question will allow us to receive student feedback on how relevant the class speakers are to their goals. Additionally, the question can also be expanded to include professional goals and personal goals, not just academic goals. Changes for future class speakers can be made directly from the responses to this question.

The recruitment of class speakers plays a critical role in the success of this program. Through the existing process, CA&ES major advisors are contacted via email for faculty recommendations by the UAP Student Leadership Program Coordinator. Unfortunately, this method has led to an inconsistent number of responses from major advisors. As an additional method of requesting faculty recommendations, the UAP Student Leadership Program Coordinator or an Aggie Ambassadors Officer can attend the monthly college wide CA&ES meetings to ask major advisors in-person or via Zoom. During this meeting, the program goal can be communicated to major advisors, in addition to the benefits of having a class speaker for Aggie Ambassadors. This face-to-face interaction will hopefully encourage major advisors to provide faculty recommendations during the meeting or immediately afterwards.

Based on Aggie Ambassador feedback from the surveys, it is clear that students would like class speakers to incorporate more engaging activities and discussions. During the recruitment process for class speakers, the UAP Student Leadership Program Coordinator will provide the potential speaker with a list of possible topics they can include in their presentation. This provides structure for the class speaker but still leaves room for their own creativity. UAP would still like to give the class speaker full control of their presentation and the freedom to present to Aggie Ambassadors in their own style, rather

Student Learning Outcome 1

than enforcing the use of specific activities and discussions. To subtly encourage class speakers to utilize engaging activities, the UAP Student Leadership Program Coordinator or Aggie Ambassadors Officer can include examples of engaging activities or discussions that previous speakers incorporated, in their emails to potential class speakers.

Student Learning Outcome #2

Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience

Student Learning Outcome 2

Exploratory/Undeclared Workshops

Prepared By: Hong Dao

> *"Thank you for this workshop. It made me feel better about choosing a major. I would just need to explore my interest." –Undergraduate Student Feedback*

Overview

Each academic year, the CA&ES welcomes approximately 150-200 incoming exploratory/undeclared (EXP) students. One of the perceived challenges that EXP students face early in their academic career is choosing a major. UC Davis offers over 100 majors and picking the "perfect" major may seem overwhelming. During the 2016-2017 academic year, the CA&ES created a pilot for an exploratory advising workshop, inviting all CA&ES EXP students to attend. Students who attended the initial exploratory advising workshop shared that the workshop was very helpful and effective. Based on feedback from participants and the positive outcomes of the pilot program, CA&ES Dean's Office decided that the exploratory advising workshop would be required for all future new incoming EXP students starting in 2017-2018 academic year.

All first-year CA&ES EXP students are required to attend the advising workshop in their first year at UCD. Each one hour workshop is facilitated by two UAP staff members. The activities and discussions in the workshops encourage self-reflection to help students identify their strengths and interests, identify possible majors, and create an action plan to help narrow their options and/or choose a major, while also building a sense of community and connectedness to CA&ES and their peers. Students are asked to fill out an evaluation before they leave the workshop, and their feedback helps our Office to refine the workshops to best support student needs. As exploratory advising is required, a registration hold is placed on all first year EXP students' account, which is released after attending an EXP workshop. If students do not attend a workshop, they are sent an email stating that they must make an individual appointment with UAP to meet their first-year advising requirement in order to release the hold.

The purpose of the EXP workshop is to provide advising to the first year EXP students and help them determine a major pathway. The workshop is a great first step to build an advising partnership with the students and help them expand their network of support during their time at UC Davis in order to help them achieve their personal and academic goals. As students are utilizing different resources and support, they are able to identify their strengths, interests, and majors that align with their goals.

Student Learning Outcomes

The EXP Workgroup meets the following Student Learning Outcomes, the ones assessed in this section of the report are italicized:

1 Students will create an integrated course of study in alignment with their academic, professional, and personal goals, (a) Understand academic requirements and policies

2 *Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience, (b) Utilize appropriate advising resources based upon advisor recommendations.*

Student Learning Outcome 2

4   Students will analyze their skills and abilities necessary to achieve their goals, Assess strengths and values to identify appropriate major in alignment with goals, (c) Intentionally reflect on personal development

Goals

- Consider the relationship between your personal interests and possible majors
- Identify possible majors
- Understand tools and resources to help choose a major
- Learn the change of major declaration process

The EXP advising workshop achieved these goals through a reflection activity and discussion with the students on resources available to help choose a major. The reflection was a crucial activity to help students think about their interests and strengths and how they relate to possible majors. The activity has three components: a self- reflection, followed by a pair and share, and ending with a group discussion.

The biggest change to the workshop for the 2019-2020 academic year was having the students complete the Major Card Sort Tool prior to attending the workshop. In prior academic years, students completed this activity during the workshop, which took at least fifteen minutes. The Major Card Sort Tool has been a helpful online activity for students because it provides possible majors they are interested in based on their answers to the questionnaire. By having the students complete the Major Card Sort Tool prior to the workshop, advisors have more time in the workshop to go over a variety of other tools and resources for the students to take advantage of as they continue with their major exploration. Some resources introduced include meeting with the intended major advisor to learn more about the major requirements and create an academic plan, talk to a faculty advisor about their interests, meet with the Internship and Career Center for possible internship opportunities, and looking at the description of the upper division courses through the General Catalog to determine if those classes is what they are drawn to. These components of the workshop directly related back to the student learning outcome being assessed.

Towards the end of the workshop, advisors explain how to officially declare a major in OASIS. This is important information to know because all EXP students must declare a major before they reach 90 units before a registration hold is placed on their record. In addition, there are some majors who have pre-requisites before students can officially declare the major so it is important that the students connect with intended major advisors as soon as possible. After the workshop, a follow-up email is sent to attendees to let them know that our Office is here to support them and includes a PDF of all the tools and resources reviewed in the workshop to help them choose a major. The PDF details the Change of Major process in case students need to reference to the academic policy and process.

Assessment

A Qualtrics survey was sent to all EXP students who attended a workshop during 2019-2020. In the survey, students were asked to indicate all the resources they utilized to help them select a major and how useful those resources were, what their co-curricular experiences were, and recommendations for future workshops.

Student Learning Outcome 2

During the 2019-2020 academic year, CA&ES had 139 EXP students.123 of those students, or 88.49% of the group, attended an EXP workshop. As of 7/22/20, 29 students or 20.9% of the cohort had officially declared a major which is a decrease from 33.5% for the 2018-2019 cohort of EXP students. Table 15 shows the breakdown of the declared majors within the four colleges. NOTE: As of 2019-2020 academic year, students cannot officially declare Managerial Economics until all pre-requisites requirements are completed.

Table 14: Overview of EXP Data	# from 18-19	%	# from 19-20	%
Total Exploratory/Undeclared Students	179		139	
Students attended a workshop	167	93.30%	123	88.49%
Students who declared a major	60 as of 6/4/19	33.52%	29 as of 7/22/20	20.86%
Declared Major in CA&ES	41	68%	15	51.72%
Declared Major in CBS	5	8.33%	2	6.90%
Declared Major in COE	0	0%	1	3.45%
Declared Major in L&S	14	23.33%	11	37.93%

Table 15: Declared Majors in 2019-2020

College of Agricultural and Environmental Sciences Declared Majors	# of Students
Animal Science	2
Ecological Management and Restoration	1
Environmental Policy Analysis and Planning	1
Environmental Science and Management	4
Global Disease Biology	2
Nutrition Science	1
Sustainable Agriculture and Food Systems	1
Sustainable Environmental Design	2
Viticulture and Enology	1
TOTAL	**15**

Student Learning Outcome 2

College of Biological Sciences Declared Majors	# of Students
Biological Sciences	2
TOTAL	**2**

College of Engineering Declared Majors	# of Students
Electrical Engineering	1
TOTAL	**1**

| College of Letters and Science Declared Majors	# of Students
Art Studio and Anthropology	1
Cognitive Science	1
Communication	1
Design	1
Economics	1
English	1
History	1
International Relations	1
Political Science	1
Spanish	1
Statistics	1
TOTAL	**11**

One of the survey questions asked how equipped the students felt they were in selecting a major after attending the workshop, in an attempt to gauge the effectiveness of the workshop. As seen in Figure 4, a majority (63.2%) of the respondents somewhat agreed or strongly agreed that the workshop helped them feel equipped to select a major. The resources introduced in the workshops are a crucial component in helping students select a major and students were encouraged to utilize as many resources as possible. Figure 5 and 6 show the students' indication of the resources they used to help them select a major and how useful each resource was. Please note the "Other" category in Figure 5 refers to Aggie Explorers (an Aggie Connections Class), Career Discovery Group, Internet Searches, and Forums. Based on the results, all of the resources were utilized except for the faculty advisor, and the majority of the students found the resources useful.

Lastly, students who reported that they had attended an advising appointment with faculty, staff, or peers were asked if any co-curricular experiences were recommended to them during their advising appointment. Co-curricular activities refer to any activities, programs, or learning experiences that complement educational or career goals. Figure 7 below shows that the majority of the students answered "no," they were not recommended any co-curricular activities during their appointment. Of the 3 students who indicated "yes," but only 1 out of those 3 students reported what type of co-curricular experiences were recommended to them, which was Dean's Office Advising.

Student Learning Outcome 2

It is critical that we get insights from students on what they recommend other students to use to help them select a major. Students were prompted in an open-ended question in the Qualtrics survey. Figure 8 below shows that 6 out of the 19 EXP students recommended an advisor to help select a major.

Figure 4: Workshop's Effectiveness in Selecting a Major, n=19
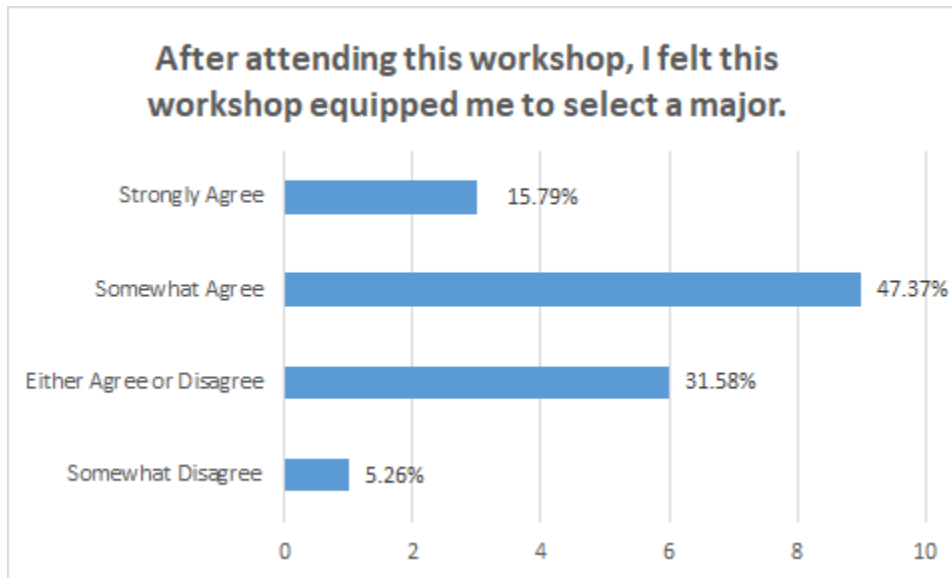
Figure 5: Resources Used To Help Select A Major, n=19
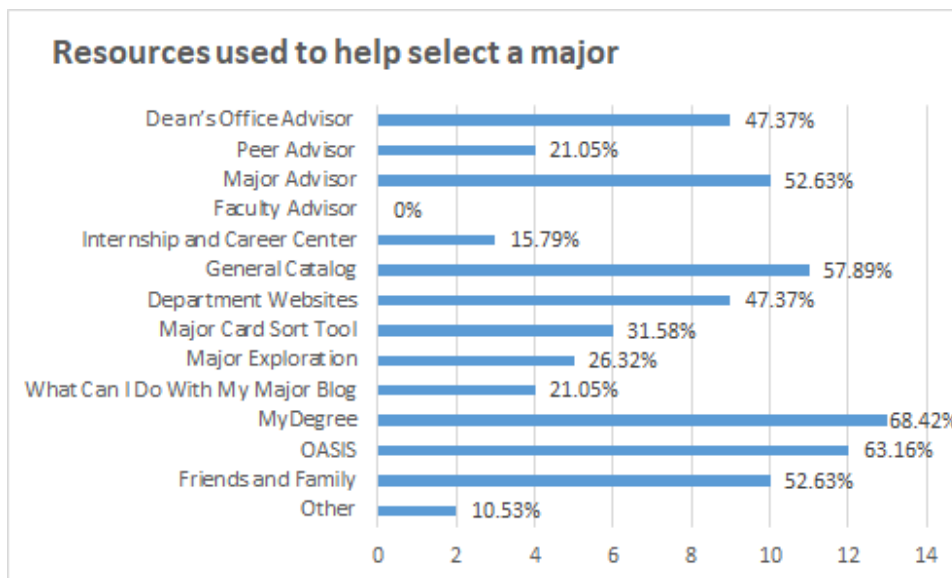
Student Learning Outcome 2

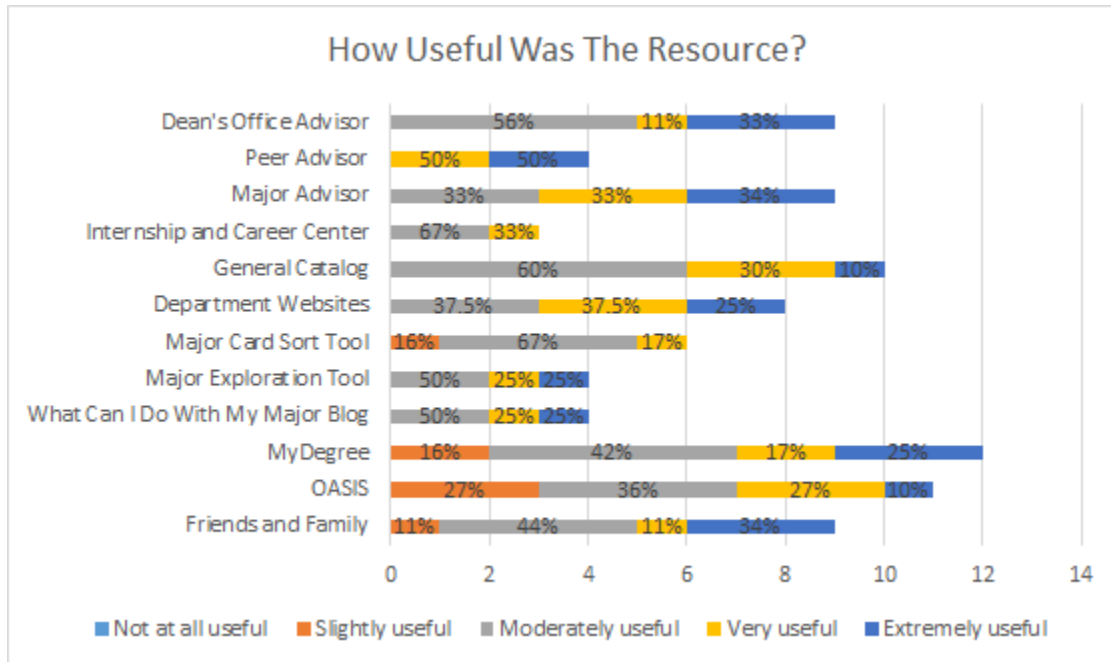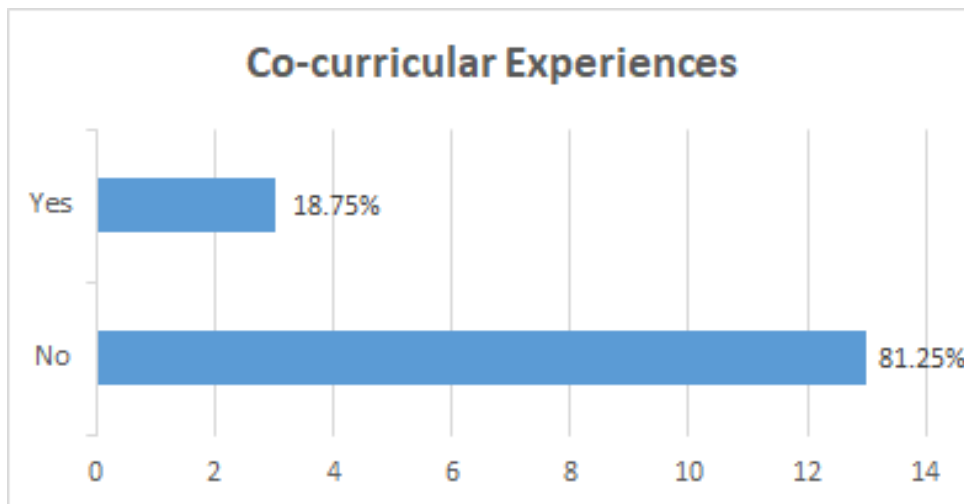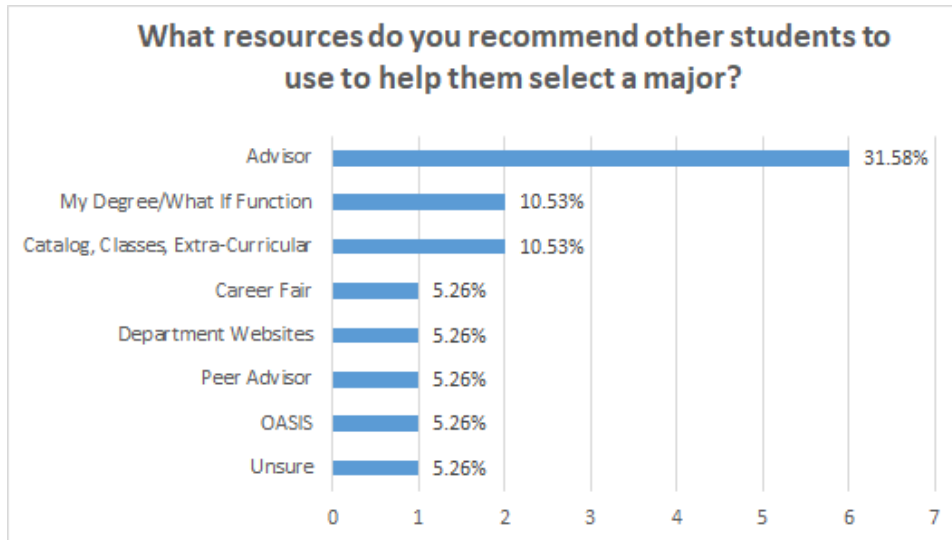**Figure 6: How Useful Was Each Resource, n =19**

Figure 7: Co-curricular Experiences, n=16

Student Learning Outcome 2

Figure 8: Resources Recommendation To Other Students, n=15

Program Limitations and Challenges

Overall, the workshops had great attendance rate and were a success because a majority of the EXP students were connected to resources to help them explore their major. One program challenge was getting more students to provide feedback via Qualtrics survey. The workshops occurred during Fall 2019 Quarter (October-November 2019). Please note that the survey was not sent immediately at the end of each workshop since our office wanted the students to utilize the resources and provide us feedback after one quarter. The survey was sent to 123 students who attended the workshop during the 2019-2020 academic year on 2/13/20. A second reminder email was sent out inviting the students to complete the survey. Only 19 students submitted the survey accounting for a 15.45% response rate which is a relatively a low number. A solution to get a higher responses rate from students in the future is to offer an incentive. Another challenge was limited responses to recommendations for co-curricular experiences. A proposal to address this challenge in the future is for UAP to randomly select a percentage of the EXP students and reviewed and synthesized their OASIS notes to see if co-curricular experiences were recommended during advising appointments as it is unclear if the low response is due to advisors not recommending co-curricular experiences or to students not recalling co-curricular recommendations and/or to not understanding the question.

Recommendations for Future

We have approximately 70 EXP students in the incoming class for the 2020-2021 academic year. With Fall 2020 classes mainly online due to the COVID-19, the Exploratory Workgroup decided not to host online workshops because students may be experiencing Zoom fatigue (Venugopal, 2020). As 2020 Orientation requires each new incoming EXP students to make an advising appointment with our Office, UAP advisors will be asked to follow up with the same students that they met with prior to the beginning of Fall quarter. Students are asked to meet with the advisor during the middle of the Fall quarter to see how things are going and continue to connect/engage with the advisors. A new project that the

Student Learning Outcome 2

Exploratory Workgroup is currently working on is a first year advising syllabus for EXP students which will be used during the Fall follow up advising appointment. This syllabus will guide the EXP students through the decision making process as they choose a major and get them connected to resources. Depending on the primary mode of instruction and orientation for the 2021-2022 academic year, we may offer EXP workshops. In the near future, we may offer a first year seminar for EXP students or have all EXP students enroll in Career Discovery Group (CDG) in addition to workshops so we can support these students for an entire quarter instead of a one hour workshop.

References

Venugopal, Anjini. "Psychology Professor and Students Weigh in on Zoom Fatigue." The Aggie, June 8, 2020. https://theaggie.org/2020/06/08/psychology-professor-and-students-weigh-in-on-zoom-fatigue/

Student Learning Outcome 2

International Academic Advising Workshops

Prepared by: Leslie Charlton and Lili Bynes

Overview

International Academic Advising Workshops were created in 2016 to meet the needs of the College of Agricultural and Environmental Sciences (CA&ES) growing international student population. The International Academic Workshops provide a unique opportunity for International students in CA&ES to create a purposeful and meaningful advising relationship with the Dean's Office. At its core, the workshop aims to help students understand the benefits of a long-term advising partnership, understand the value of utilizing academic resources, and formulate strategies for asking for help.

At least ten, one-hour long workshops are offered in Fall quarter to provide maximum flexibility and opportunity for students to connect with advisors in Undergraduate Academic Programs (UAP). Registration holds were placed and then removed once students attended the workshops. Students who did not attend a workshop were required to meet individually with an academic advisor in the Dean's Office.

Students are introduced to their advising network of support, information about CA&ES curricular and co-curricular opportunities such as Career Discovery Groups (CDG) and Aggie Ambassadors, and campus resources that are designed to support academic and personal growth and development. Students engage in large and small group discussions and through ice-breakers they have an opportunity to connect with other students. As previously mentioned, the workshops normalize advising, asking for support and building community among peers, staff and faculty within CA&ES. As such, the workshops address the main learning outcome as well as the sub-outcomes as identified below.

Student Learning Outcomes

International Academic Advising Workshops meet the following Student Learning Outcomes, those assessed in this section of the report are italicized:
1. Students will create an integrated course of study in alignment with their academic, professional, and personal goals, understand academic requirements and policies, and develop academic plans with advisors.
2. *Students will cultivate relationships with faculty, staff, advisors, and peers that enhance their educational experience. Students will identify and participate in co-curricular experiences discussed when meeting with faculty, staff, or peers. Students will utilize appropriate advising resources based upon advisor recommendations.*
4. Students will analyze their skills and abilities necessary to achieve their goals, an intentionally reflect on their personal development.

Goals

After attending and actively participating in a workshop, students will understand the value of the advising relationship and ways to build upon that relationship by connecting to additional campus resources (i.e., tutoring, success coaching, counseling, etc.) as needed. Students are introduced to their network of support and types of advising offered in the College (Peer advising, Major Advising, and

Student Learning Outcome 2

Dean's Office and Faculty advising). Students also learn about various campus resources, such as the Academic Assistance and Tutoring Center, Success Coaching, and the Internship and Career Center. and will hopefully begin to establish friendships with other students who attend the workshops. Ultimately, the workshops introduce and support students' cultivation of relationships that will serve them throughout their time at UC Davis.

Assessment

While the goals of the workshops were clear, the need to assess if the workshops met the learning outcomes was evident. Note that the Fall 2019 workshops were created and revised long before the particular assessment of the student learning outcomes was created. This will be further addressed in program limitations. In April 2020, a Qualtrics survey was sent to all students who attended the workshop in Fall quarter 2019 in order to gain a sense of whether students would use campus resources as a result of attending the workshop. Survey questions were crafted in partnership with the new International Academic Advisor. Items were on a 5-item Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Of the 224 students who attended, 12 students responded to the survey (5.4% response rate). 287 first year and transfer international students entered fall quarter 2019.

Survey Questions

1. During the workshop, I talked to other new students in my college. (Strongly Agree – Strongly Disagree)
2. As a result of this workshop, I learned about a new resource on campus. (Strongly Agree – Strongly Disagree)
3. Please check ALL the resources that you learned about.
4. Do you feel comfortable making an advising appointment? (Yes, No, Maybe)
5. What campus resource would you recommend to a friend? (open response)
6. How could this workshop better support future students in learning about campus resources? (open response)

Results

Results of the Qualtrics survey indicate that all students connected with other students and learned about numerous campus resources (see Figure 9). Eleven out of 12 respondents indicated that they felt comfortable making an advising appointment. As a result of attending the workshop, four students could recommend at least four or five of these resources to other students. Recommended resources included: Dean's Office advising, major/departmental advising, Academic Assistance and Tutoring Center, Internship and Career Center, and the Writing Center.

Student Learning Outcome 2

Figure 9: Resources
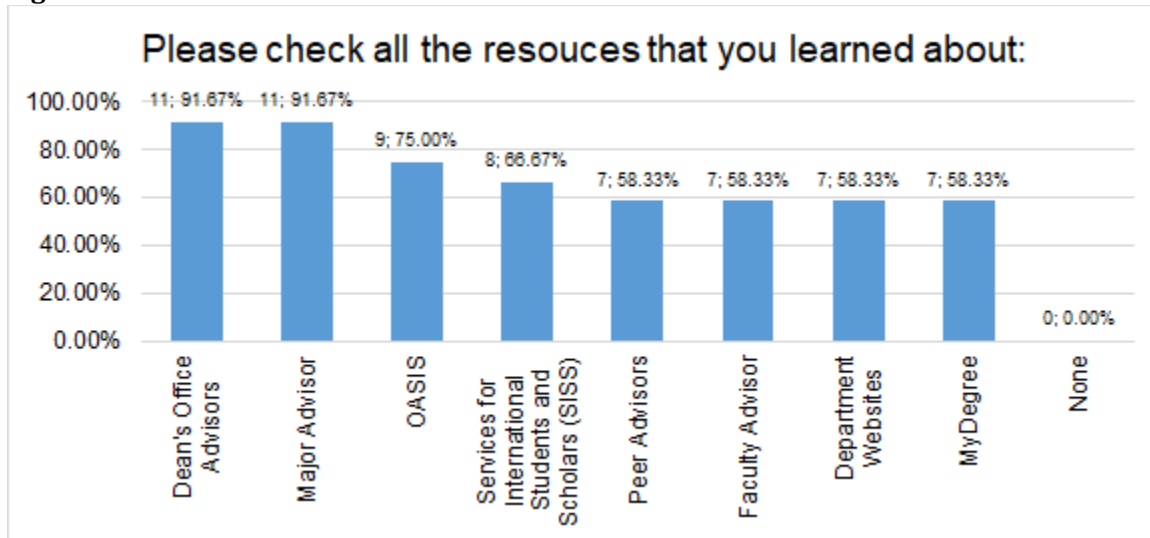
When asked how the workshop could better support future students in learning about campus resources, only one student provided a recommendation -- to create additional opportunities to interact with other workshop participants with "...more interaction games."

Program Limitations and Challenges

There were a few limitations and challenges to this report such as limited data and the structure and content of the workshop as it pertains to the student learning outcome. In addition, one thing that does not appear in the data is any differentiation for the two different ways students complete the International Academic Advising Workshops which is either in a group or one on one with a Dean's Office Academic Advisor.

This report is based on very limited data from only one survey that was administered only one time. Despite a relatively large pool of participants (n=224) required to complete these workshops the number of responses was significantly low (12 respondents). There was only one survey conducted for all workshops versus multiple surveys shortly after each workshop or a quarterly survey. Sent in Winter quarter, the timing of the survey may have affected the return rate. In the future, the survey should be administered at least at the end of each quarter in which the workshops are conducted to allow time for application of learning but to also have it in closer proximity to the workshop event. Further, reminders to complete the survey should be sent in order to increase the rate of response.

The workshop content should be evaluated as it pertains specifically to the student learning outcomes. Assessment strategies and methods should be reviewed as part of the creation of this workshop so it is in alignment with the student learning outcomes. Consider reworking the learning outcome of this workshop - it is stated, "...students will understand the **value** of the advising relationship and **ways to build** upon the relationship..." – assessment could be challenging to measure "value" and measuring student learning for "ways to build". Consider ways to measure the advising relationship and usefulness/ need. If participants can identify reasons why students should seek advising or instances when advising is needed then we could ask the students to evaluate their own experiences at UC Davis

Student Learning Outcome 2

to see if they sought advising. The original creator of the workshop is no longer on the team so adjustment to the workshop throughout the year was not reviewed or considered.

Lastly, although most students participate in a group format there are a few students that do not attend a workshop and come in for one on one advising. There may need to be some standardization to the way the material is presented in these one on one meetings and the creation of a different assessment for this different learning experience.

After reviewing the workshop and possible assessment methods it is advised to get feedback from the UAP team on any additional potential limitations to assess the SLOs for the workshop.

Recommendations for Future

In order to conduct a more thorough assessment of this workshop it would be best to move forward with the student learning outcomes and goals in mind before creating the workshop. These should be the foundation of the workshop content. There might also be an opportunity for a mid-year review to ensure the intended changes are meeting the student learning outcomes and goals. It is advised for surveys to be sent out to workshop participants in a shorter time frame after the workshop has taken place. This change will hopefully garner a greater return on surveys and more immediate assessment of learning that occurred as a result of the workshop. This would also mean that there should be more than one survey in an academic year, one after each workshop, which could potentially provide a mid-year check in to assess if any changes need to be made based on the student feedback. There could be additional touch points or outreach to continuing international students to continue to build the advising relationship.

Slice of Advising

Prepared By: Jennifer Jackson

> *"[Slice of Advising] made me like the College of Ag because I felt like they were trying to connect with students. It feels smaller because of these types of events."*
> *– Undergraduate Student*

Slice of Advising is a quarterly event hosted by the CA&ES Undergraduate Academic Programs team since 2016. All undergraduate students in the College of Agricultural and Environmental Sciences are invited to have a few slices of pizza while meeting fellow CA&ES students and Dean's Office advisors in an informal small group setting. Students are able to share their experiences, connect with peers and ask any advising related questions that they have. Slice of Advising supports the mission of CA&ES Undergraduate Academic Programs (UAP) by promoting relationship building among students, and academic advisors, which is critical to promoting student success and increasing utilization of a holistic support network within the college. Slice of Advising is intentionally designed as an open access event – it is widely advertised, there is no registration requirement, it is offered as a drop-in style event, and it is held in a student friendly space. One of the goals of the event is to remove the barrier that students face in scheduling an appointment and coming to Mrak Hall. By putting advisors in an accessible and non-traditional advising space, our aim is to increase visibility and accessibility. We hope that this first contact serves as an entry point for students to connect to additional student services. Slice of Advising primarily serves to facilitate relationship building and information sharing. The event is not explicitly designed to teach leadership skills nor is it a service experience. Attendees are however, introduced to diverse student experiences and viewpoints, and led in conversations that encourage self-exploration and an assessment of academic and personal goals.

Student Learning Outcomes

The Slice of Advising event meets the following Student Learning Outcomes, those assessed in this section of the report are italicized:

1. Students will create an integrated course of study in alignment with their academic, professional, and personal goals, (a) Understand academic requirements and policies
2. *Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience (a) Identify and participate in co-curricular experiences discussed when meeting with faculty, staff, or peers (b) Utilize appropriate advising resources based upon advisor recommendations*
3. Students will improve their local area, campus, home region, and/or global communities, (d) Understand self as part of a larger community [Note: This SLO is assessed in a separate section of this report.]
4. Students will analyze their skills and abilities necessary to achieve their goals, (b) Carry-out advisor recommendations

Student Learning Outcome 2

Goals

- Connect with students and build a sense of community
- Answer student questions
- Attract students who may not come to CA&ES Dean's Office for a formal appointment to a more casual event to get their advising questions answered, and to encourage those students to feel comfortable coming to the CA&ES Dean's Office in the future
- Provide accessible meals to students to help alleviate any potential food insecurity, with dietary accommodations accounted for

The layout of the program is intentionally designed to build community and relationships while having a shared meal. Students are able to drive the conversation topics at the table and discuss any topic they choose. Many conversations that do come up engage students in active listening, problem solving, shared experiences, networking and community building skills. Students and advisors will often recommend resources outside of the event or students to meet with or discuss. In addition, advisors ask for students to introduce themselves and their interests as well as club affiliations, which can prompt further discussion about how to get involved, why and how the involvement is critical to them as a student.

Assessment

Slice of Advising Assessment took place by way of Focus Group. By facilitating focus groups, the goal was to capture more comments from students recalling their experience and triggering memories in other student experiences, since we were assessing a significant amount of time later than the students attended the events. The method was intentional to see if in-person conversations could yield a higher quality of responses rather than the over-utilized online survey method. While the response rate was probably lower than it would have been with an online survey, overall the quality of the conversations and the ability to have the topics flow naturally between the facilitators and the student participants gave a more in-depth look into individual experiences and thoughts about Slice of Advising events.

Slice of Advising events were assessed by inviting students who attended at least one event of the three (Fall, Winter, or Spring) offered during the 2018-2019 academic year. Students who expressed interest and shared their availability were scheduled for a 50 minute focus group time with other students based on availability. Focus groups were facilitated by Jennifer Jackson, the Academic Program Analyst from UAP and a CA&ES Dean's Office Peer Advisor, roles chosen based on the Peer Advisors and the Academic Program Analyst not having any direct connection with planning or implementing the events, in an effort to be as unbiased as possible. Each focus group was asked a common set of questions, with conversations also flowing naturally amongst the participants and notes being taken on their feedback and suggestions.

The focus groups collected feedback from a total of 8 participants.

Overall, feedback and impressions from the Focus Groups supported the Student Learning Outcome ideal of cultivating relationships with staff advisors, and peers, as well as the utilization of advising resources recommended. Students who did recall what the recommendations at their table had been did report that they followed through with the suggested actions, though the majority of students did not recall specific instructions.(See challenges section)

Student Learning Outcome 2

A majority of the students expressed that they enjoyed the casual, small groups at the tables and the group advising styles, which were identified as less formal, that took place.

> *Q: What did you like best about the advising experience at Slice of Advising?*

> "[I liked that] the advisor wasn't super authoritative. [They] would ask the group if they knew the answer to a question, and if they didn't then the advisor would add as necessary."

> "[It was] not intimidating, casual, come when you are able, relaxed… less pressure than an individual appointment."

> "It's nice to feel like you are not just a number"

> "[It was a] mixture of Transfer and First Year students, [and I was] getting out of talking to only students in my major; I also met other students in my major that I haven't seen before."

Students also provided concrete examples of relationships initiated at Slice of Advising events, which may not have happened without the event.

> *Q: Did you make connections with other students or advisors at Slice of Advising? What kind?*

> "Yes, I met a peer there, we both had the same question, and we both went to Dutton together for our follow-up. We are still connected."

> "Not like long term connections, but for the [duration of] event. Peer reassurance was nice."

> "I recruit for my major's club at Slice of Advising."

> "I think the advisor I talked to actually gave me her card if I had more questions."

Program Limitations and Challenges

A challenge with assessing Slice of Advising with student focus groups all at once for events spanning the timeline of a year was the lack of proximity to the events. Focus groups were held in February 2020, and some students were providing feedback on Slice of Advising events as far back as Fall 2018. Some questions and prompts they were unable to recall information for. It is recommended that quarterly events should be assessed on a quarterly basis, with follow-ups specific to each event. The amount of students interested in providing timely feedback may also be higher than the response rate we were able to solicit for delayed feedback for these Slice of Advising focus groups.

Obstacles faced within the Slice of Advising event as expressed by students in the focus group were logistical in nature. Students expressed that with the variability of their own class schedules and outside commitments, Slice of Advising does not always fit into their day, at least not in a sit-down-and-eat and converse capacity. An option to address these concerns could be to shift the event to span over the 20 minute passing period from 11:50-12:10, so that students could stop by between morning and afternoon classes. Students also suggested a designated area within the event for participating in a more quick, in and out manner to get questions casually and quickly answered, instead of working their questions into a conversation at an existing table of students.

Student Learning Outcome 2

Recommendations for Future

Slice of Advising is a unique program for the department and due to the intentionality of the program and opportunity that it brings both students and staff it is recommended that the program continue to find ways to align itself with the student learning outcomes. Additionally, Slice of Advising has continued to be an opportunity to serve students that we typically might not see in the Dean's Office; students have enjoyed and planned their day to come to this event. Especially the commuter and non-traditional student populations find being able to attend and ask their questions during this time helpful and satisfactory. They also have a lot of fun engaging with their peers and the staff.

The event will continue to be offered during the 2019-2020 academic year virtually due to Covid-19. Certainly we will be observing and documenting the process and possible impacts within the program.

The CA&ES Dean's Office team may choose to adapt the structure of these events once staff return to in-person, depending upon both health and safety guidelines and student suggestions for an option for a more "in and out" experience for students with quick questions or stopping by between classes. All student focus group feedback has been reviewed with Engagement Coordinator in the Dean's Office.

Student Learning Outcome #3

Students will improve their local area, campus, home region, and/or global communities

Student Learning Outcome 3

Quarterly Service Projects

Prepared by: Joe Lee

"I gained environmental awareness. This trip showed me the importance of being involved with community"- Student Feedback

Overview

The Undergraduate Academic Programs (UAP) staff works with student assistants to coordinate and plan service projects each quarter. There are multiple opportunities for undergraduate students in the college to participate each quarter in service opportunities that benefit our community and expose students to different fields within agricultural, environmental, and/or human and social sciences. Service projects are generally half-day long and open to students in all majors. Service trips were conducted during Fall and Winter quarter of the 2019-2020 academic year. Spring Quarter 2020 transitioned to remote learning due to COVID-19 and service projects were cancelled for that term. Traditionally, service projects take place during Fall, Winter, and Spring quarters.

During the 2019-2020 academic year, students who were part of the Aggie Jumpstart program participated in service projects specifically coordinated for their program. Aggie Jumpstart is a program coordinated through the college along with partnership from the Strategic Retention Initiatives, providing community and support for underrepresented minority students. The service projects coordinated for Aggie Jumpstart followed the same scope and guidelines as service projects open to all students in the college.

List of Service Projects for the 2019-2020 Academic Year

Fall 2019:

FARM Davis – a private farm located in Davis that provides food and fresh produce to local community organizations and food banks.

- Responsibilities included: weeding and tree maintenance, mulching an orchard, and moving manure.
- Fourteen students attended, representing eight CA&ES majors.

Marriott Park Clean-up (Aggie Jumpstart Event) – a City of Sacramento park located in Downtown Sacramento.

- Responsibilities included: trash clean-up, raking leaves, and the cleaning of benches (cleaned, sanded, and painted).
- Thirteen students attended, representing seven CA&ES majors.

Birch Lane Elementary Fun Run – one of the elementary schools located in Davis.

- Responsibilities included: facilitating the run and interacting with students.
- Ten students attended, representing five CA&ES majors.

Student Learning Outcome 3

Winter 2020:

Community Harvest of Davis – nonprofit organization that harvests fruit from residential tees and donates to agencies that feed people in need

- Responsibilities included: harvesting tangelos, picking-up discarded fruit, and identify fruit appropriate for donation.
- Fifteen students attended representing nine CA&ES majors.

Yolo Food Bank – a county food bank serving the citizens of Yolo County located in Woodland.

- Responsibilities included: packaging food, organizing and moving product, and sorting donations received.
- Six students attended, representing five CA&ES majors.

Conlin Park Clean-up and Tree Planting (Aggie Jumpstart Event) - a City of Sacramento park located in Downtown Sacramento.

Responsibilities included: trash clean-up, painting benches, leveling sand, and organizing a work shed.

- Seven students attended, representing five CA&ES majors.

Spring 2020: activities were cancelled due to campus closure.

Student Learning Outcomes

Quarterly Service Projects meet the following student learning outcomes, those assessed in this section of the report are italicized:

3. *Students will improve their local area, campus, home region, and/or global communities, (b) Engage in community development and service, (c) Attend events that will expand own knowledge and experience of world views, (d) Understand self as part of a larger community*

Goals

- Provide opportunity for current students to connect and engage with UAP staff
- Raise awareness about issues within agriculture, environmental, and human sciences
- Participate in community service to benefit community

Assessment

Assessment of the quarterly service projects was conducted by student assistants in the form of pre-attendance and post-attendance surveys. The post-surveys were particularly helpful and helped provide insight and understanding as to what knowledge and skills students gained from the service projects. A common and shared point of feedback across a variety of projects was the value and importance of teamwork and communication among the students. Student surveys repeatedly spoke to teamwork and communication skill building as an important takeaway. Another common thread seen in student responses was the appreciation to work alongside other students in community.

Student Learning Outcome 3

Student information including major, year in school, and student ID, was also collected. For the purposes of this report, identifying student information such as student ID or email is not included in the data. Contact information was collected in order to follow-up with students and record their participation in advising records. Student quotes listed as part of the post-event survey analysis are presented anonymously.

Program Evaluation for Service Projects during 2019-2020

FARM Davis

- Summary of post-event surveys:
    - Students reported learning the value of various resources used for the benefit of farming:
        - "Everything can be useful: the grass is food for the animal, the poop is fertilizer, the wood is for fire"
    - Students shared an understanding of the food system and knowing where locally sourced food is grown:
        - "I feel more connected to where my food comes from and its extremely important to know local sources of food because they are more sustainable"
    - Students felt that the work had a tangible benefit for the community:
        - "Giving back to the community, supporting a good cause"
        - "Give help to others"

Marriott Park Clean-up

- Summary of post-event surveys:
    - Students felt a sense of belonging with community:
        - "A sense of community. I think it's important to feel you belong somewhere."
        - "I gained social skills because you engage and develop a good relationship."
    - Students learned more about environmental stewardship
        - "I gained environmental awareness. This trip showed me the importance of being involved with community."
    - Students gained leadership and communication skills:
        - "I learned how to socialize with others and join future programs."

Birch Lane Elementary Fun Run

- Summary of post-event surveys:
    - Students valued the networking and ability to connect with other students
        - "Social interaction and possibly a couple new friends, which is important in networking and social health in general".
    - Students learned more about the Davis community:
        - "I explored a new part of Davis and it's always important to explore new things."

Student Learning Outcome 3

Community Harvest

- Summary of post-event surveys:
    - Students appreciated developing teamwork skills and serving alongside other students
        - "Teamwork makes jobs easier to finish".
        - "Improved my teamwork and communication skills which (are) applicable to almost everything".
    - Students developed understanding for the value of harvest and the role of food banks:
        - "I gained the knowledge that they do harvest every year and now I could do it every year".
        - "I gained newfound respect for all the work people put in to give food out."

Yolo Food Bank

- Summary of post-event surveys:
    - Students learned about food insecurity across Yolo County
        - "I gained a better understanding of issues of poverty and food sustainability/access in Yolo County."
        - "Gained more knowledge about food banks and their operations."
    - Students valued the teamwork and communication skills that were part of the experience
        - "One thing I gained is being able to work as a team and talk things out. It is important because it shows that I can work with a team."

Conlin Park Clean-up

- Summary of post-event surveys:
    - Students appreciated the opportunity to serve in community
        - "Giving back to the community."
    - Students valued the opportunity to engage with other students while performing community service
        - "(My favorite part was) spending time with classmates and staff"
        - "My favorite part was meeting new people because I love meeting new people and learning from them."

Program Limitations and Challenges

Due to COVID-19, quarterly service projects for Spring were cancelled. Some projects were opened to volunteers from a larger area and included non-UC Davis affiliated individuals. Some of the projects take place outdoors and weather may impact student involvement and/or participation.

Recommendations for Future

The quarterly service projects provide a valuable opportunity for CA&ES students to experience community service while gaining effective teamwork and communication skills. Given the positive benefit for students, particularly with communication and teamwork skills, it is recommended to continue and expand opportunities for students throughout the college. Providing opportunities for

Student Learning Outcome 3

students to engage in community service, particularly off-campus, was shown to have a positive impact for our students. Several of the service projects focused on food insecurity and urban parks. Moving forward, continuing to look for a variety of experiences that can appeal to all majors throughout the college would be beneficial.

Overall costs for the six projects totaled $735.74. Fleet Services costs represented $712 of that cost while snacks, including water and food items, made up the difference. One recommendation would be to compare Fleet Services costs to daily or half-day rentals from other agencies to see if costs could be saved.

Special Thank You

This report could not have been put together without the incredible work from the student assistants, Kathleen Marsh and Shannon Funke. Student Assistants play a critical role in the work of Undergraduate Academic Programs and the organization of these projects and events. Kathleen and Shannon compiled all the pre- and post-event surveys, coordinated the trips, and developed marketing strategies.

Slice of Advising

Prepared by: Layne DeLorme

"It was very interactive – the advisor wasn't super authoritative. They would ask the group if anyone knew the answer to the questions, and … offer corrections if necessary. They also shared other resources if a question was not specific to CA&ES" –Undergraduate Student

Overview

Slice of Advising is a quarterly event hosted by the CA&ES Undergraduate Academic Programs team since 2016. All undergraduate students in the College of Agricultural and Environmental Sciences are invited to have a few slices of pizza while meeting fellow CA&ES students and Dean's Office advisors in an informal small group setting. Students are able to share their experiences, connect with peers and ask any advising related questions that they have. Slice of Advising supports the mission of CA&ES Undergraduate Academic Programs (UAP) by promoting relationship building among students, and academic advisors, which is critical to promoting student success and increasing utilization of a holistic support network within the college. Slice of Advising is intentionally designed as an open access event – it is widely advertised, there is no registration requirement, it is offered as a drop-in style event, and it is held in a student friendly space. One of the goals of the event is to remove the barrier that students face in scheduling an appointment and coming to Mrak Hall. By putting advisors in an accessible and non-traditional advising space, our aim is to increase visibility and accessibility. We hope that this first contact serves as an entry point for students to connect to additional student services. Slice of Advising primarily serves to facilitate relationship building and information sharing. The event is not explicitly designed to teach leadership skills nor is it a service experience. Attendees are however, introduced to diverse student experiences and viewpoints, and led in conversations that encourage self-exploration and an assessment of academic and personal goals.

Student Learning Outcomes

The Slice of Advising event meets the following Student Learning Outcomes, those assessed in this section of the report are italicized:

1. Students will create an integrated course of study in alignment with their academic, professional, and personal goals, (a) Understand academic requirements and policies
2. Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience (a) Identify and participate in co-curricular experiences discussed when meeting with faculty, staff, or peers (b) Utilize appropriate advising resources based upon advisor recommendations [Note: This SLO is assessed in a separate section of this report.]
3. *Students will improve their local area, campus, home region, and/or global communities, (d) Understand self as part of a larger community*
4. Students will analyze their skills and abilities necessary to achieve their goals, (b) Carry-out advisor recommendations

Student Learning Outcome 3

Goals

Event goals for Fall and Winter:

- Connect with students – build relationships and increase perception of UAP staff approachability
- Attract students who have never utilized Dean's Office advising services.
- Conduct informal advising and answer student questions.

During the Spring quarter, Slice of Advising attempted to address these additional goals while campus was in suspended operations:

- Ensure that students know how to access advisors remotely
- Provide continuity in available student services
- Maintain a sense of community – Help students cultivate relationships with advisors, peer advisors, and other students

Attendance Statistics

Table 16: Slice of Advising Event Attendance by Quarter

Slice of Advising Attendance	2016-2017	2017-2018	2018-2019	2019-2020
Total Students	157	277	308	251 / 454*
Fall	Attendance not collected	118	166	145
Winter	85	95	88	88
Spring	72	64	54	18 webinar + 203 Facebook Live Views*

*Views on Facebook Live are tracked if a user watches 3 or more seconds of the video. Unfortunately, we do not know how long users watched the Slice of Advising Event. Though it is a large audience, it is a less interactive format.

Spring 2020 Webinar Attendance:

33 Students Registered

18 Unique Students Attended

During a 60 minute event, viewing time ranged from 6 minutes to 56 minutes with an average viewing time of 33 minutes

Student Learning Outcome 3

Attendance Discussion

The attendance data over four years shows a clear and consistent trend for attendance to be highest at the Fall quarter event, and to decline over the course of the year. It is unclear why students are more likely to attend earlier in the year. Possibilities include that students may have more questions at the beginning of the year, that they are not overwhelmed or busy yet, or that they are making a concentrated effort to connect with advisors or peers. The huge discrepancy between the Spring 2020 webinar attendance and other Spring quarter events could be attributed to students not wanting to attend a virtual event, but is largely a result of the event not having the free pizza as an incentive, and not being conveniently located on campus for students to drop by in between classes.

Assessment

In our evaluation of student learning outcomes, we analyzed data from four sources.

Source 1 - Categories of Student Submitted Questions

Looking at the types of questions submitted by during the webinar by participants in spring 2020 gives us insight into what students hope to get out of a virtual advising event, or at least what they are comfortable talking about in this format.

Table 17: Number of Questions by Category

Academic	Job/Internship	Ways to get Involved on Campus	Other
16	3	2	0

Source 2 - Post Webinar Survey Data (Spring 2020)

Out of 18 webinar attendees and 203 Facebook live viewers who were encouraged to complete the survey, only 1 student responded. These negligible results will not be included in the discussion, however we provide the summary here:

1. Why did you choose to attend Slice of Advising?
   a. I had a specific question (100%)
   b. I wanted to talk with an advisor but keep forgetting to make an appointment
   c. I was curious to hear other students' questions
   d. I generally wanted to connect with staff and other students from the college
2. I learned something new about academics, campus resources or student life by attending Slice of Advising.
   a. Yes (100%)
   b. No
3. After attending Slice of Advising I have added something to my to-do list as a student at UC Davis (make and appt., meet with a professor, join a club, sign up for tutoring, visit the ICC... etc.)
   a. Yes (100%)
   b. No

4. What topics do you find interesting at Slice of Advising events (check all that apply)
    a. General Education Check
    b. Change of Major
    c. Study Abroad
    d. Academic Standing
    e. Academic Success Resources
    f. Class registration (100%)
    g. Internship and Career
    h. Research Opportunities
    i. Ways to Get Involved
5. What did you find beneficial about attending Slice of Advising?
    a. No responses were submitted

Source 3 - Slice of Advising Student Focus Groups

All students who attended a Slice of Advising Event between Spring 2019 and Winter 2020 received a personalized email inviting them to share their input in Focus Group Sessions. Focus group participants were provided a gift card. Focus groups were facilitated by Leslie Charlton, Jennifer Jackson, and Hong Dao.

We identified four focus group questions that were related to "attendance of events that expand knowledge and experience of worldviews" and "understanding of self as part of a larger community." The following table displays the identified questions and student responses:

Table 18: Focus group questions and responses.

Focus Group Question	Why did you come to Slice of Advising?	What did you think was the purpose of Slice?	Did you make connections with other students or advisors at Slice?	Can you describe some of the recommendations given based on questions asked at the table? *And* Did you follow up with any of the recommendations?
Group 1 Responses	Needed help with how to track my degree.	Getting help in a way that you didn't have to make an	I had questions answered that I didn't even know I	Advisor suggested coming in to the Office for degree

Student Learning Outcome 3

		appointment, there for you to go to.	had because of others' questions.	checks. Yes I followed up.
	Questions about 180 unit cap and what classes count	No prep required. A lot of advisors so if one didn't know something it was helpful to have another one there.	Yes chatted amongst ourselves at table. An advisor I had never seen before told me to make an appt.	
			Met a peer there who had the same question as me. Both went to Dutton together and still talk.	
Group 2 Responses	General questions and pizza – I was free so might as well get some free food	Open up resources to students and get them comfortable with talking to advisor in a group setting. Show other people are available besides major advisor	Not like long term connections, but concerns about if I will pass a class. Peer reassurance was nice	Take at least 12 units
	Pizza is what drove me to come. Rare for colleges to hold academic events with no appt. Required – convenient	Community building. Group did an icebreaker. Message that you can talk to us, we are all human too.	I have already established a relationship with an advisor in Dean's Office. Knowing they were there and saying hi was nice and I met a new advisor.	Advisor told us to reach out if she didn't answer anything, contact her if we need anything else
	Forgot to pack lunch and then saw free pizza			A lot of the information was major specific versus college specific, I was told don't take physics here but I have to take it.
Group 3 Responses	Questions about study abroad, fit into schedule,	Outreach – more comfortable setting to talk to	Got to talk about what advisors did	Told me to plan out my remaining units at Davis then

Student Learning Outcome 3

	wanted some free pizza	counselors and nice to not have a set time limit	before working at Davis.	go to Dean's Office and major advisor to make sure my plan is ok.
	I chose a broad major so I needed some direction on how to specialize for grad school Got some good advice about that.	Not having to make an appointment is kind of nice.	I talked to other students, but don't remember their names or anything.	When I asked what I should specialize in, the advisor told me doing internships would be the biggest thing that would tell me. I'm trying to get an internship.
			The advisor actually gave me her card in case I had more questions, but I never had time to follow up	
			I reconnected with a student I met before but didn't know they were a CAES student	
Group 4 Responses	Had questions and going to the SCC was easier than going to Mrak Hall	For students to ask questions and advisors to connect with students. For older students to share wisdom and help younger people	I was able to kinda recruit for biotech club	People asked about double majoring, whether they should take certain classes together. A lot of the answers was to do a 4 year plan with major advisor then add GEs in there. It was to-do lists so it was good.
	More casual, I didn't have to have serious questions. I could ask general, opinion based, and more	To give students a place to get advice and create a more intimate feel that a large university usually lacks	I didn't really connect with anyone because I am introverted but getting to know advisors for letters of rec is nice	I was encouraged to see an advisor. I went to the minor Office and saw my major advisor and stuff like that.

Student Learning Outcome 3

	approachable questions			
	Free food and also I was curious about what to do in CAES, I am not certain about my major			
Themes	**Specific academic questions convenience, and free pizza**	**Approachability, no appointment needed, multiple perspectives, community building**	**Casual peer connections and reassurance from peers, advisors encouraged follow up appointments**	**Many students were encouraged to access someone from the network of support**

Source 4 - Discussion with Student Staff members about Slice of Advising

In the process of transitioning the typical Slice of Advising Event from in-person to virtual, we gathered student input from the UAP student staff and peer advisors who work in the Dean's Office. We wanted to know what kind of information is most valuable to them, why they choose to come to an event like Slice of Advising, what motivates them to attend virtual events in general etc.

The most consistent feedback we received was that students were feeling very tired of Zoom events, and were not motivated to attend more than their required classes online. Student staff indicated that they felt connected to academic information, and that they knew how to access information if they had a question come up. They commented that they were missing social events and feeling more disconnected from peers than from academic support. Realizing that the students who work in the Dean's Office are more academically connected than the general student body we chose to move forward with the Slice of Advising event to provide that space to other students. Our student staff were able to shape the development of this event by recommending that it be a webinar format where students could ask questions and participate without having to be "on" or visible on-screen. Recognizing that approachability and accessibility are key motivators for students to attend "Slice of Advising" we opted to host a webinar, and students were able to get questions answered utilizing the question and answer functionality in Zoom.

Discussion

In looking at questions submitted by attendees, focus group responses, and input from student staff, the most compelling and frequent reason that students attend Slice of Advising is that it is a convenient and accessible format for them to get a variety of academic questions answered. Some key words that come up in multiple focus group responses are: convenience, not-intimidating, approachable, casual and free pizza. Slice of Advising appears to remove barriers (having to make an appointment, location, intimidating, preparation of questions) and increases comfort in meeting with an advisor. One student

Student Learning Outcome 3

said "[It's] rare for colleges or departments to hold outside events around academics without needing to make an appt..." A huge benefit of creating a comfortable environment is that many students were encouraged to schedule follow up appointments, meet with their major or master advisors, seek internships or co-curricular activities etc.

The data suggests that the primary outcomes of Slice of Advising are related to:

- Academic Information and Advising
- **Community Building** – student to UAP advisors, and student to larger support network. Students indicated developing a causal relationship with staff and community building as a primary outcome
- **Promoting Equitable Access to Advising Services and the Support Network** – student feedback strongly supports that convenience, pizza, location, and not needing to make an appointment make them more likely to come and ask their questions. This is an important finding because it suggests that students less familiar with the higher education environment may be more likely to connect at this type of event.

See comment below: During the webinar format in spring 2020, the questions asked indicated that most students attended to get answers to specific questions and there were few questions about getting connected on campus and about job and internship opportunities. These are largely related to SLO 1 and are not further discussed here.

The focus group responses did include some outcomes that could be interpreted as meeting outcomes of SLO3 in the area of "expanding knowledge and worldviews". These responses included students who attended to hear the questions their peers had, or who were interested in hearing about the advisors educational and career backgrounds. Hearing other student perspectives, concerns and advice is inherently going to expand knowledge and expose students to new perspectives.

In terms of understanding self as part of a larger community, responses suggest that students appreciate CA&ES trying to create, comfortable, intimate, and community focused spaces in a large college environment. Students are also reminded of the various centers and resources on campus that are here to support them academically, emotionally, and in their career journeys. One student's comment that getting to know advisors for future letters of recommendation shows foresight and a recognition that these advisors are a part of her professional network.

Program Limitations and Challenges

One challenge that impacted data collection for Slice of Advising this year was that I gathered more data related to event goals, than to the specific learning outcomes that we were trying to assess. I have included a recommendation to align event goals with student learning outcomes, or to include the learning outcomes being assessed in the event planning process, to remind the event coordinator to build in assessment tools specific to the learning outcomes.

Another limitation is gathering unbiased data. In the post event survey built into the webinar we only had 1 respondent. The students who participated in the focus groups were incentivized to do so with gift cards, and the students who provided feedback on Slice of Advising in a virtual format were Dean's Office employees. To the extent possible, any workgroups assessing a given program should collaborate

Student Learning Outcome 3

and identify the one or two most important things we would like to measure at any given event, and try to incorporate quick, easy assessment tools to get a more representative response.

Recommendations for Future

The learning outcomes being developed into more student-friendly language could provide more of an opportunity to gain authentic responses that align with the meaning behind the learning outcomes. Using current language such as "expansion of knowledge and worldview" or "understanding of self as part of a larger community" lacks necessary context for students to understand Slice of Advising within a broader learning outcome. Reevaluating the event goals is recommended to ensure appropriate alignment with current student learning outcomes. Based upon the information and feedback received, the goals do not appear to align with the learning outcomes.

In the future, further assessment on the UAP staff and student staff and Aggie Ambassador support can provide valuable perspective on the event as well. The students who show up to participate provide valuable insight just as those who staff the event.

Developing more defined pathways for follow-up can help ensure that students are getting connected with appropriate resources. Advisors could bring their laptop to future events to help schedule follow-up appointments at the event instead of relying on student follow-up directly. Advisors could also write out introductory emails connecting students to various campus resources as well.

Student Learning Outcome 3

World Ag Expo

Prepared By: Ruby Bal

Overview

The World Ag Expo (WAE) is an outdoor agricultural exposition featuring over 1,450 exhibitors and more than 100,000 attendees each year. It is held in early/mid February at the International Agri-Centre in Tulare, California. Attendees include prospective high school and community college students, faculty, alumni and community members.

UC Davis is represented by various entities within the College of Agricultural and Environmental Sciences including undergraduate and graduate students, faculty and staff.

Student leaders that attend – Aggie Ambassadors, student leaders from majors

By attending World Ag Expo students will:

1. Learn more about outreach practices, media tips and other logistics to put on a large-scale event
2. Seek out professional development opportunities and learn about career options in agriculture by engaging with seminars, exhibitors, industry partners and faculty

Practice their public speaking, interpersonal and networking skills by engaging with prospective students and their families, alumni, teachers and community members

Student Learning Outcomes

World Ago Expo meets the following Student Learning Outcomes:

Students will improve their local area, campus, home region and/or global communities

a. Cultivate leadership skills
b. Engage in community development and service
c. Attend events that will expand on knowledge and experience of worldviews
d. Understand self as part of a larger community

Demographics

- Student Leaders:
    - Natalie Garcia, Food Science
    - Cooper Calvin, Plant Science
    - Bochao Zhang, Environmental Science and Management
    - Monique Medina, Animal Science
    - Leslie Herrera, Managerial Economics
    - Kat Marsh, Agricultural Education
    - Jonah Kane, Food Science
    - Hung Thai, Managerial Economics
    - Logen Arndt, Neurobiology Physiology and Behavior
    - Pablo Loayza, Environmental Planning (EPAP)
    - Ashley Felsch, Animal Biology
    - Janet Xicotencatl, Community & Regional Development

Student Learning Outcome 3

- o   Irene Tavares, Food Science
- o   MyLynn Phan, Community and Regional Development
- o   Cat Renner, Nutrition
- o   Madi Miles, Environmental Toxicology
- o   Unoma Ononye, International Agricultural Development
- o   Edith Romero-Flores, Music/Managerial Economics
- o   Melissa, Martinez, Managerial Economics
- o   Marielena Ramirez, Sustainable Agriculture and Food Systems
- o   Owen Yang, Environmental Science and Management
- o   Annika Ransberger, Animal Science
- Other attendees:
  - o   Anita Oberbauer, Assoc. Dean
  - o   Chris Glick, Assistant Dean, Development and External Relations
  - o   Deanne Meyer, Animal Science CE Specialist
  - o   Rachael Goodhue, Chair, Agricultural and Resource Economics
  - o   Florent Trouillas, Cooperative Extension Specialist, Plant Pathology, who displayed a poster of his research
  - o   Farzaneh Khorsandi, Cooperative Extension Specialist, Biological and Agricultural Engineering, who displayed her roll-over safety bar at the booth
  - o   Gerardo Mackenzie, Assoc. Prof. Nutrition
  - o   Patricia Oteiza, Prof. Nutrition
  - o   Sam Arcement, Academic Advisor in Biological and Ag Engineering, managing the drone display and answering questions about all things in Ag Tech
  - o   Leslie Peek, Career Advisor in the ICC
  - o   Stephanie Perla, Marketing Specialist
  - o   Co Hawes, Student Leadership Coordinator
  - o   Ruby Bal, Student Outreach Coordinator
- Other interactions:
  - o   85 teacher bags
  - o   366 major brochures
  - o   68 requests from prospective students for more information
  - o   >103 pictures taken with visitors
  - o   53 alumni buttons
  - o   >10 new contacts made by the ICC

Prof. Ed DePeters and Samantha Werth, a graduate student in Prof. Frank Mitloehner's laboratory gave presentations during the Expo

Assessment

- Cultivate leadership skills
  - o   Trainings – outreach, logistics, media do's and don'ts
  - o   Event logistics – setting up booth, closing down booth, travel – fleet services, hotel, etc.

Student Learning Outcome 3

- o   Public speaking – prospective students and families, teachers, industry partners, faculty and community members
- o   Social Media engagement - enthusiastically spreading the word about CA&ES and hosting a Snap Chat Takeover as another means of social media engagement
- Engage in community development and service
  - o   Audience – prospective students and families, teachers, industry partners, exhibitors, faculty and community members
  - o   Booth spaces – corn hole, prize wheel and questions, information table, alumni corner, swag table
- Attend events that will expand on knowledge and experience of worldviews
  - o   List of other exhibitors (number of exhibitors, presentations, seminars)
  - o   List of other community colleges and four-year institutions
- Understand self as part of a larger community
  - o   Include pictures and quotes from Aggie Ambassadors who participated in relation to the goal
  - o   Throughout the expo we answered a wide variety of questions ranging from managing a citrus grove, to controlling squirrels and gophers, to advertising for scholarships and internships!

Program Limitations and Challenges

It is challenging to recruit current CA&ES students to attend WAE in advance given the time of year and conflicts with academic classes. Most students do not have their Winter quarter solidified until late in Fall Quarter, so we are typically recruiting students during the end of Fall and early Winter. It can be difficult to coordinate outreach and leadership training times that work for a majority of students attending WAE due to the timeline of this event and being on a quarter system. We are not assessing whether our student participants meet the student learning outcomes identified for WAE. We currently are not assessing whether prospective students are learning more about the academic fields of agriculture, experiential learning opportunities outside of the classroom, or different career options that are available to students in CA&ES undergraduate programs. This is a "college-wide" engagement event so there are many different goals and populations we are serving within one booth which makes it difficult to have a streamlined and cohesive strategy for the outcomes of the event.

Recommendations for Future

As an event that is seen as a college outreach event and current student development opportunity, creating specific measures of assessment that more appropriately align with our student learning outcomes will provide more of an accurate representation of what students are getting out of our work with World Ag Expo. Specifically, developing a post-event reflection activity can capture student perspective after they've had time to consider options. Additionally, utilizing a photo voice documentation project throughout World Ag Expo may help students form meaningful connection to the work they've done to future career or education development opportunities.
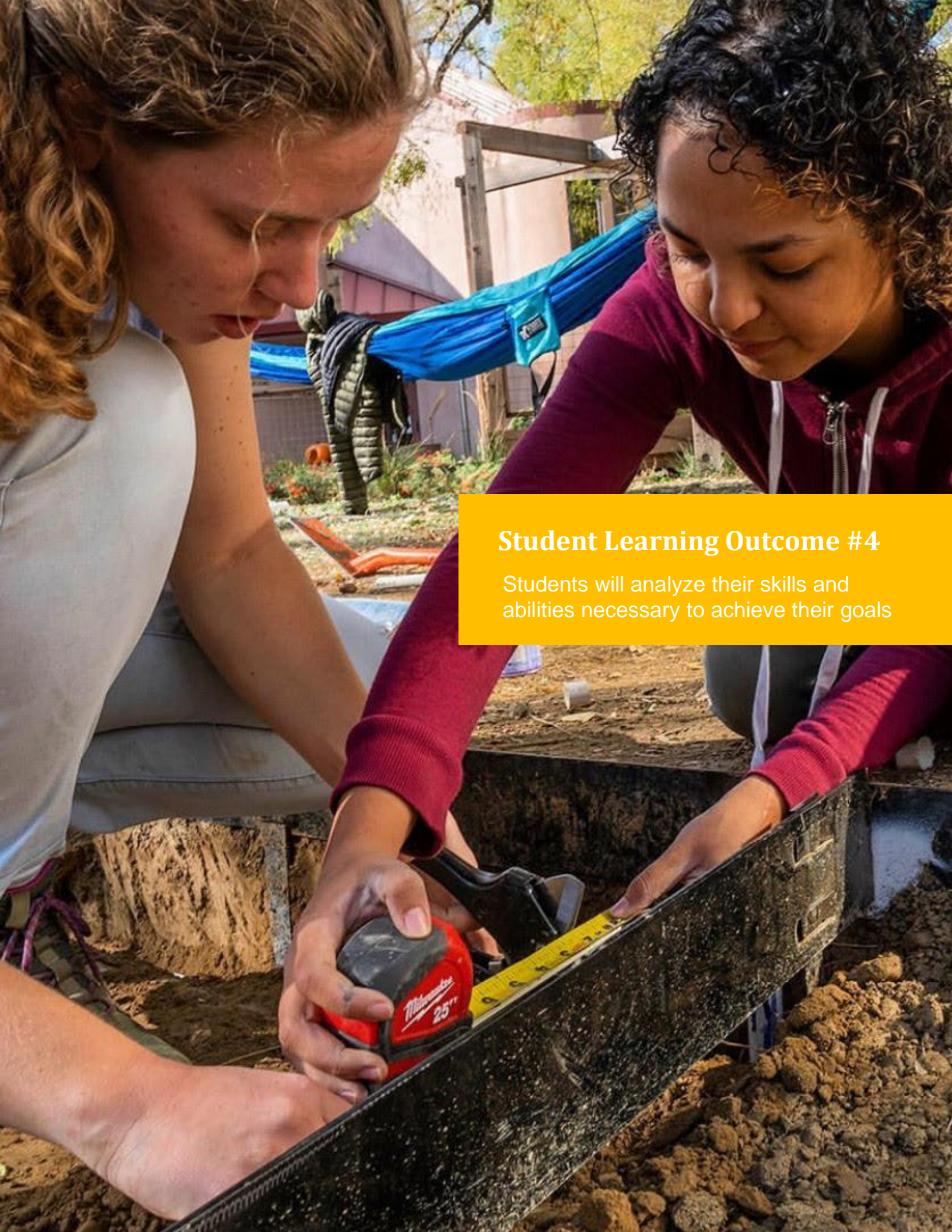
Student Learning Outcome #4

Students will analyze their skills and abilities necessary to achieve their goals

Student Learning Outcome 4

Aggie Ambassador Officer Team

Prepared By: Corrine Hawes

Overview

Aggie Ambassadors is a student organization operated out of the College of Agricultural and Environmental Science's Dean's Office that was founded in 1998. The organization focuses on three pillars: community, leadership, and outreach. The organization has had a student Officer team for many years but has undergone some structural changes in the past four years. Positions were created, responsibilities were shifted, and there has been more of a focus on leadership development for the Officers rather than solely running the organization. The organization is coordinated by the Student Leadership Coordinator and an Officer team comprised of eight Officers who serve in four different positions (Class Coordinator, Member Relations and Outreach Coordinator, Workshop and Events Coordinator, and Communications Coordinator). These students apply for their position the previous academic year and serve in their roles from September until June. The Officer team coordinates the weekly class meetings, serve as leads at outreach events (including expos, community college fairs, and high school visits), present leadership workshops, coordinate and execute social activities, and manage weekly emails and social media for the organization.

Student Learning Outcomes

The Aggie Ambassador Officer Team Program meets the following Student Learning Outcomes, those assessed in this section of the report are italicized:

3. Students will improve their local area, campus, home region, and/or global communities, (a) Cultivate leadership skills, (b) Engage in community development and service, (d) Understand self as part of a larger community

4. *Students will analyze their skills and abilities necessary to achieve their goals (c) Intentional reflection on own personal development*

Goals

-   Develop student's leadership skills and put into practice
-   Create a sense of belonging to a community within UC Davis and CAES
-   Provide student perspective at outreach, recruitment, and yield events

The Aggie Ambassador Officer team is provided the opportunity for a lot of autonomy within their roles and as a team. While being committed to the three pillars of the organization, the Officers are allowed to discuss with the Student Leadership Program Coordinator how they would like to approach their roles and what goals they have. One on one meetings are used to discuss the "why" behind their actions and decisions as it relates to the program.

Assessment

One on one meetings were scheduled with both the Student Leadership Program Coordinator and Dean's Office Advisor once per quarter. These meetings were first implemented four years ago. These meetings were used to touch base on how their quarters were both academically and socially. This

Student Learning Outcome 4

academic year, at the end of both Fall and Winter quarter, students were provided prompts to reflect on their experience as an Aggie Ambassador Officer and to set goals for the following quarter. These reflections were revisited the following quarter during the one on one with the Student Leadership Program Coordinator. Students were able to reflect on their progress throughout the quarter. At the end of both Fall and Winter, students were asked to write their answers to the following questions about the quarter:

1) What were your strengths and areas of improvement this quarter (as it relates to being an Aggie Ambassador Officer)?
2) What was your biggest takeaway or learning moment this quarter?
3) What do you bring (skills/experiences) to the team? (Fall Quarter)
4) How have you measured success and how can you ensure that you feel successful at the end of your Officer term? (Winter Quarter)

Strengths identified by the students (through the lens of their Officer experience):

"Being able to troubleshoot and accommodate needs and requests, being open to feedback and asking for help when needed"

"Ability to open up and welcome new members…I have been able to create many friendships (this quarter)…"

"Ability to redirect the group conversation to a larger level and ask "Why is this important?"

"Able to balance work, pig barn, and Aggie Ambassadors very well while passing all my classes with B's"

Areas of improvement identified by the students (through the lens of their Officer experience):

"Be able to serve as a lead for more (Aggie Ambassador) events"

"Want to feel more comfortable when speaking to the class. I think what is happening is that I get so self-conscious and nervous speaking to groups of people that I feel like I need to plan everything I say to make sure it all comes out right…and I think end up overcompensating… "

"…my tendency to not let go and trust that other people will do a good job with the task that they have. I am trying very hard to not let my perfectionism get in the way of projects, both in AA but in my classes as well."

This exercise allowed students to put their skills and experiences into their own words and provided prompting conversations for their one on one conversations like "Why do you feel like you need to serve as a lead for more events?" to help the students get at the root of what they value about the experience from themselves and others.

Each of the Officer's also meet with the Dean's Office Advisor, these meetings tend to focus a little more on academic progress but align with the department's mission of holistic advising therefore different aspects of the student's life is discussed in the meeting and connection/intersections are made through the lens of academic progress. Evidence of intentional reflection and analyzing skills and abilities are shown through notes created by the advisor in OASIS. Conversation themes include goal setting for both academic/personal life, referral to campus resources including major advisors and Office of Educational

Student Learning Outcome 4

Opportunity and Enrichment, time management strategies, and adjusting to virtual courses during COVID-19 pandemic.

Excerpts from Advisor from OASIS Notes:

"…talked about progress made academically as well as confidence in finding a direction."

"Talked about carrying those habits (tutoring and attending Office hours) into future quarters."

"Talked about time management and strategy to manage all the commitments"

"Talked about establishing stronger faculty relationships"

"Talked about developing skills through internship and research experiences and how those can provide pathways to potential careers in the future"

"We spent time discussion priorities and decision-making in relation to educational and personal priorities."

Program Limitations and Challenges

There was no final reflection required and notes were not taken post one on one conversations to revisit the following quarter. Sometimes the students were very brief with their answers and used very casual language, the prompts were very open ended and there was no additional criteria they had to follow besides answering the questions.

Recommendations for Future

To increase intentionality in the reflections, provide more structure for the reflection essays (ex. Length requirement or contextual information to answer the question through a certain lens). Sometimes the students wrote a lot, some wrote a couple sentences, some used bullet points while others wrote in paragraph form, keeping consistent for all students will yield more consistent quality of responses. Take notes after each one on one to be able to confidently revisit conversations from the previous quarter rather than doing it from memory which will hopefully streamline and allow the students to reflect on both the verbal reflection in addition to the written reflection. Lastly, create a pre- and post- leadership assessment for Officers to complete at the beginning and end of their term and use this as another basis for conversation during one on one meetings and hone in on different leadership skills.

Academic Probation Webinars

Prepared By: Tracy Diesslin & Danielle Huddlestun

Thank you so much. You are so motivational!
-Student Feedback, Spring 2020 Webinar

Overview

After each quarter concludes, the Dean's Office messages students who are in an Academic Probation status based on their most recent academic outcomes. Students are placed in an Academic Probation status as a result their recent quarter or UC cumulative Grade Point Average being below 2.0 but above 1.5. Academic Probation will also occur when students do not maintain an average of 12 or more units per full-time quarter of enrollment. In an effort to support students in returning to good academic standing, probation webinars are offered to all of these students as a way to anonymously attend and identify strategies for improvement.

The Dean's Office acknowledges that there are often times many circumstances impacting a student's academic success. In an effort to support students on academic probation at the start of the quarter, two to three webinars are offered to students within the college to attend. The webinars provide an interactive environment to review academic probation definitions, discuss how to get back in good academic standing, review campus resources, and help students set goals for the quarter and beyond. The CA&ES UAP team has intentionally designed the Academic Probation webinars for online participation in order to improve student access and maintain student anonymity.

Prior to the webinars, students on academic probation were messaged about their academic standing and were directed to first meet with a major advisor, followed by coming to the Dean's Office for an advising appointment once the Dean's Office completed the Subject to Disqualification process. Sometimes, students were not seen by an advisor until the third week of instruction. As a result, their options for the quarter were more limited. In an effort to be proactive and offer support at the very beginning of the quarter, the multiple opportunities of participating in an interactive webinar, students were able to receive information on academic policy, review academic probation definitions, and test their knowledge about what does it mean to be placed on probation for grades and /or for minimum progress. In-person advising with both a Dean's Office and major advisor, following the webinar, is encouraged. All student's files are noted for their attendance in OASIS, the advising portal.

Student Learning Outcomes

The Academic Probation Webinars meets the following Student Learning Outcomes, those assessed in this section of the report have been italicized:

1. Students will create an integrated course of study in alignment with their academic, professional, and personal goals, (a) Understand academic requirements and policies [Note: This SLO is assessed in a separate section of this report.]
2. Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience, (b) Utilize appropriate advising resources based upon advisor recommendations

Student Learning Outcome 4

4. *Students will analyze their skills and abilities necessary to achieve their goals, (a) Assess strengths and abilities to identify appropriate major in alignment with goals, (b) Carry-out advisor recommendations, (c) Intentional reflection on own personal development*

Goals

- Student will be able to define academic probation and good standing.
- Student will start an action plan or build on current action plan
- Student will be able to identify campus resources and strategies that can help student return to good academic standing.

Assessment

In order to determine if students successfully carried out the advisors' recommendation (SLO 4A), we found it helpful to first define "what does 'advisors' recommendation mean?" In the appointment portal, we identified whether or not the student met with a campus resource after attending the probation webinar, such as; CA&ES Dean's Office or the student's major advisor. This list is not all encompassing, as many campus support services, the Student Disability Center and Aggie Compass, for example, do not log appointments or notes into OASIS when they meet with a student. Our findings show that 36.58% of all probation webinar attendees met with either a CA&ES Dean's Office advisor and/or major advisor after the webinar: Of those students who attended a webinar and met with an advisor, 29.26% met with a CA&ES Dean's Office advisor and 24.39% met with a major advisor. Evident of the data, some of the students met with both a Dean's Office advisor and major advisor.

To address student learning outcome 4C, we utilized data from Zoom webinar polls at the end of spring quarter. During the academic probation webinars, facilitators prompt students to answer four polls throughout the one hour presentation. Two of the polls are focused on intentional reflection. They are as follows:

- What were the main contributing factors that impacted grades?
- Choose one thing you plan to explore or do differently?

Prior to reviewing student responses, we thought it would be useful to define "personal development," as well as determine our criteria for evaluation. In this assessment, "personal development" is defined as making choices that support academic growth, directly offer a solution to a stated challenge, and show self-advocacy. Because the polls offered predetermined answer choices, we decided to create a code book to analyze if students selected answers to both questions that correlated. We believed that the correlation signified intentionality in how students considered their personal development. The correlated codes we assessed the data for are listed below with the options for factors impacting grades listed first, followed by the correlated response for exploration and doing differently to address the challenge.

- Work hours/ employment challenges
  - Balance school with: work, social life, or family commitments
- Time Management/ study habits
  - Work on improving Learning Strategies; Utilize study groups &/ or tutoring; Balance school with: work, social life, or family commitments; Office Hours with Professors or TAs

Student Learning Outcome 4

- Family challenges/ home responsibilities
  - Balance school with: work, social life, or family commitments; Talk to someone (family, counselor, advisor) for support; Build community
- Physical/ mental/ emotional health
  - Talk to someone (family, counselor, advisor) for support
- Roommate/ housing challenges - in Davis
  - Talk to someone (family, counselor, advisor) for support; Connect with Aggie Compass &/or Financial Aid for support
- Housing challenges - moving back "home"
  - Balance school with: work, social life, or family commitments; Talk to someone (family, counselor, advisor) for support
- Internet issues
  - Talk to someone (family, counselor, advisor) for support,. Office Hours with Professors or TAs; Connect with Aggie Compass &/or Financial Aid for support
- Online learning challenges
  - Work on improving Learning Strategies; Utilize study groups &/ or tutoring; Office Hours with Professors or TAs; Seek advising about course selection
- Class schedule/ course selection
  - Seek advising about course selection

After reviewing student responses for correlation, we determined that of the 44 student responses, 31 students (70%) selected correlated responses based on our coding. While this may reflect intentional reflection and proposed actions to address stated challenges, for those students who did not select correlated responses, we do not want to state that they are not intentional in their personal development. Our positionality in creating the codebook places bias on analysis, so we want to emphasize that students are not wrong for the answers they chose.

The most popular responses are listed below:

Online Learning Challenges (n=5)	Work on improving Learning Strategies
Physical/Mental/Emotional Health (n=4)	Talk to someone (family, counselor, advisor) for support
Online Learning Challenges (n=3)	Office Hours with Professors or TAs

Given the unique nature of teaching and learning during Spring 2020, we saw a response different than what we may have found during another quarter. This data serves as a good reminder that in the changing climate of education and advising, it is important to continue evolving practices to most equitably support students.

An unexpected finding in reviewing the data is the impact of advisor bias on what students consider to be the most useful advice. Data was pulled from two webinars during spring quarter 2020 with two different facilitation teams. During one webinar, the options for success were varied, while during the other webinar, we noticed that students continually stated they should see an advisor; meeting an

advisor was what both facilitating advisors deemed to be the most useful step in returning to good academic standing. Given that our voices carry so much weight and a power dynamic exists among advisors and students, it is important that in delivering information, we are also encouraging students to be intentional in their reflection and unique plans for personal development.

Program Limitations and Challenges

Limitations of our assessment include:

- Lack of data to draw conclusions on "Assess strengths and abilities to identify appropriate major in alignment with goals."
- Low student data count
- Missing qualitative data

In our efforts to be objective and directly review the student learning outcomes, we determined that although SLO4A (Assess strengths and abilities to identify appropriate major in alignment with goals) was not a tangible expectation of the AP webinar. Due to the group format and amount of information conveyed about academic standing, we would like to propose removing student learning outcome 4A from this program. There was not enough data to draw conclusions.

During futures reviews of the AP webinar programming, it would be helpful to use a greater number of student responses. Time and student responses impacted the amount of data we had. Because there were only 44 student responses included, we would need more data to prove significance of any findings listed. We do observe trends that students meet with advisors following the webinars, although it is difficult to assess if other recommendations for utilization of campus resources are followed. Further, during the webinar students do reflect on factors that may impact their academic outcomes and begin to consider ways to do differently in the future.

Finally, our assessment only includes quantitative data at this time. Inclusion of qualitative data would allow us to understand social-emotional support or challenges, as a result of the AP webinar, in a way that numbers cannot explain. In the future, we propose focus groups or embedded free response polls in Zoom to collect more student feedback.

Because the probation webinar is an interactive program, we support more touchpoints throughout the event to assess students' self- evaluation and reflection. Incorporating student development theories, could be included more in the webinar in the form of open-ended feedback and qualitative data collection.

Our assessment approach evaluated Student Learning Outcome 4b and 4c. Our primary sources of data were collected from the interactive polls provided throughout the webinar, as well as reviewing the appointments of each student in the weeks following the webinars. We did not find that these venues offered insight into Student Learning Outcome 4a.

Subject to Dismissal Advising

Prepared by: Tracy Diesslin, Corrine Hawes, and Danielle Huddlestun

"Dear [Advisor], I am sure the decision has been made with my best interests in mind, and I appreciate that. I feel ready to continue taking steps in my education and will do so in all the ways I can, some of which you have mentioned." – Student in Academic Difficulty

Overview

After the conclusion of every academic quarter (Fall, Winter and Spring), the Office of the Registrar runs an "end of term" report to determine if students have met academic standards (GPA and minimum progress). Any student who is determined to enter into a "Subject to Dismissal (SD)" status based on either GPA or minimum progress regulations, is required to meet with an advisor in the Dean's Office. https://registrar.ucdavis.edu/records/transcripts/academic-standing

Students who are in SD status are required to meet one-on-one with an advisor in the CA&ES Dean's Office to discuss any personal and/or academic challenges that impacted their academic standing. The advisor holistically reviews the student's academic record in order to make appropriate recommendations and referrals. Based on the holistic review, the student will be either continued to the following quarter on a contract, or academically dismissed. Either way, these conversations are supportive, and focus on a continued partnership with the student's goals in mind.

Students who are dismissed and have experienced extenuating circumstances which have impacted their academics are encouraged, and often do, appeal the dismissal decision. The Undergraduate Academic Programs Appeal team, consisting of academic advisors, associate director, director and the associate dean, review each student's file. Students who appeal their dismissal decision are required to complete a questionnaire within two days of their appointment and submit it to their advisor. Each advisor brings the questionnaire and relevant information to the appeals meeting for review. The advisor presents the students' case to all other advisors, the UAP Director and the Associate Dean. The appeals team decides whether to uphold the dismissal or overturn the decision. All students who appeal receive information about their next steps as well as individualized recommendations and referrals.

The SD process after spring quarter differs slightly from other academic terms. All students who are determined to be in SD status after spring quarter will be continued through the summer session term unless they choose to accept their dismissal. Based on a holistic review of a student's record, some students are continued through fall quarter and placed on a fall "continuation contract". The Dean's Office will then require some students to meet specific expectations during summer session. A student will be dismissed at the end of summer session(s) if they do not meet their summer expectations.

All students who are dismissed will receive a readmission contract that will outline the steps they need to take in order to return to UC Davis in the future. The Dean's Office advisors emphasize the importance of the advising partnership with the students while they are gone from the university.

Student Learning Outcome 4

Student Learning Outcomes

The Subject to Dismissal program meets the following Student Learning Outcomes, those assessed in this report are italicized:

1. Students will create an integrated course of study in alignment with their academic, professional, and personal goals (a) Understand academic requirements and policies
2. Students will cultivate relationships with faculty, staff advisors, and peers that enhance their educational experience (b) Utilize appropriate advising resources based upon advisor recommendations
4. *Students will analyze their skills and abilities necessary to achieve their goals,   (a) Assess strengths and values to identify appropriate major in alignment with goals, (b) Carry out advisor recommendations, (c) Intentionally reflect on personal development*

Goals

- Provide information on student's academic standing and role of Dean's Office/ major advising
- Provide academic advising in a holistic, student-centered way.
- Discuss goals and strategies for academic and personal success during student's time at UC Davis and beyond

Assessment

This project did not assess any specific student/student group or advisor and all identifying student information was removed. All data is presented in the aggregate. Fifteen percent of each of the four populations were randomly selected. A total of 56 files were reviewed from Fall 2019 and the breakdown of students in each population is available below:

- Appeals: (34 approved – review 5; 19 dismissed – review 3)
- Dismissed without appeal: (85 dismissed- review 13)
- Continued without appeal: (236 continued – review 35)

Student learning outcomes, were measured using quadrants with holistic advising on the x-axis (serving as the input) and student self-efficacy on the y-axis (serving as the output). As qualitative data was limited, student perspective and opinion were not included in the assessment. For this subset of randomly selected students in the subject to dismissal process, OASIS notes, contracts, email communication for evidence of holistic advising and student self- efficacy were reviewed according to the following:

- Holistic Advising Evidence
  - Campus Resource Referral
  - Discussion about major direction/educational goals
  - Focus on Strengths/Strengths based advising
- Student Self-Efficacy Evidence
  - Mid Quarter Check In with Dean's Office Advisor
  - Utilized Campus Resource
  - Met with major advisor

[These six descriptors tie directly to the student learning outcomes.]

Student Learning Outcome 4

After assessing the data for evidence of holistic advising and student self-efficacy, each student's experience was plotted on quadrants. The quadrants were designed to visually represent the effectiveness of current advising practices in meeting student learning outcomes. In other words, *academic advising practices* and not *student performance* was evaluated. The following guidelines were used to map data onto each of the quadrants: guidelines:

X-Axis (Holistic Advising)

- High Holistic Advising (plot furthest positive X-axis) - 3/3 of campus resource referral, discussion about major direction/edu goals, and focus on strengths
- High Holistic Advising (plot middle positive X-axis) – 2/3 of campus resource referral, discussion about major direction/edu goals, and focus on strengths
- Low Holistic Advising (plot middle negative X-axis) – 1/3 of campus resource referral, discussion about major direction/edu goals, and focus on strengths
- Low Holistic Advising (plot furthest negative X-axis) - 0/3 of campus resource referral, discussion about major direction/edu goals, and focus on strengths

Y-Axis (Student Efficacy)

- High Student Efficacy (plot furthest positive y-axis) – 3/3 of mid quarter check in, utilized campus resource, and met with major advisor
- High Student Efficacy (plot middle positive y-axis) – 2/3 of mid quarter check in, utilized campus resource, and met with major advisor
- Low Student Efficacy (plot middle negative y-axis) – 1/3 of mid quarter check in, utilized campus resource, and met with major advisor
- Low Student Efficacy (plot furthest negative y-axis) – 0/3 of mid quarter check in, utilized campus resource, and met with major advisor

The quadrants displayed that for the sample sets assessed, the majority of students 71.4% are being holistically advised, but that disconnect may exist in students carrying out advisor recommendations. Overall 44.6% of student records evaluated plot low on the self-efficacy scale.

Student Learning Outcome 4

Figure 10:
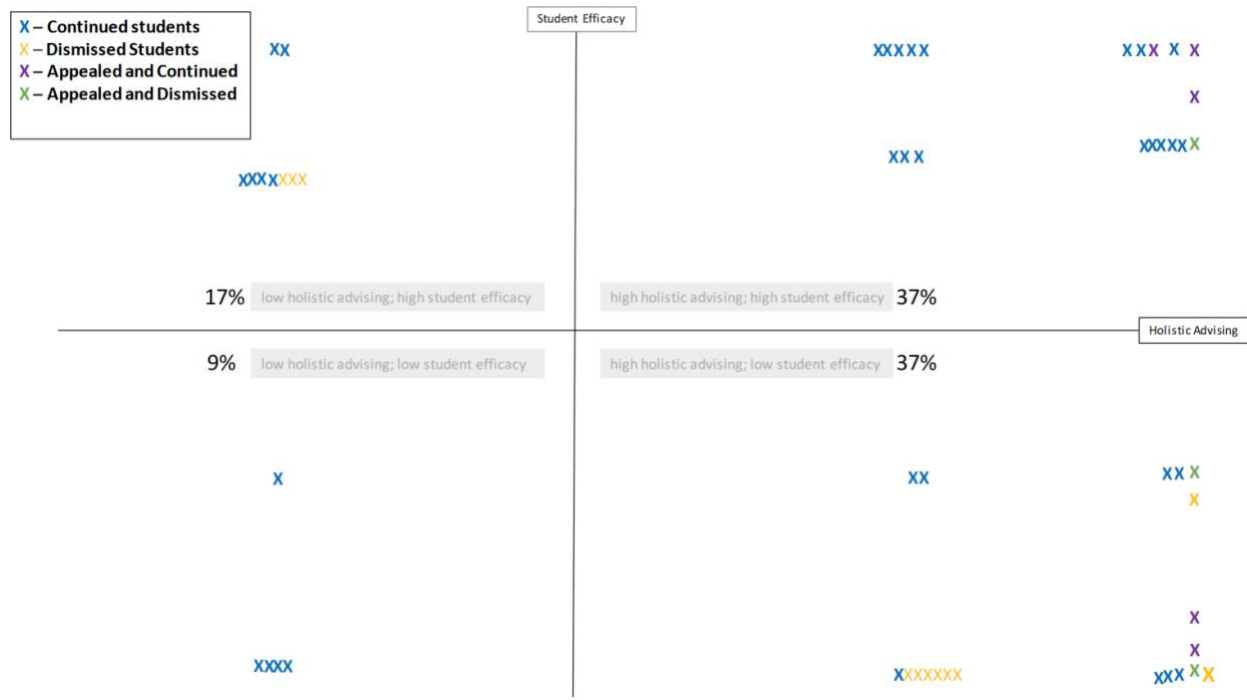
The majority of the records with low holistic advising scores 78.6% were for students who were continued. Although 68.6% of continued students were holistically advised, this analysis may point to an opportunity for advisors to be more intentional in their holistic advising support practices when meeting with and working with students who are continued.

From this data it appeared that continued students were split between low and high self-efficacy, but dismissed students displayed lower student efficacy overall. This was surprising, because with holistic advising as a model, the assessment group expected to see more student self-efficacy.

In analyzing this data, it may be supportive to consider how and what resources students are being referred to. To ensure that suggestions are attainable, it is important to collaborate with the student in the process of subject to dismissal. We can work collaboratively without creating social controls or barriers, and be accountable, while still being equitable.

Program Limitations and Challenges

Due to COVID-19, there were some changes made to SD practices for both winter and spring so samples were only pulled from those who were Subject to Dismissal after Fall 2019. Most students who were dismissed landed in quadrant four which indicated high holistic advising and low self-efficacy. The timing of when data was pulled and reviewed might not have been enough time for those dismissed students to follow up based on the agreements in their readmission contract. The utilization of campus resources was difficult to accurately assess because students had to self-report that during meetings with advisors.

Student Learning Outcome 4

Another overarching program limitation is fitting the UAP holistic approach within the confines of University Policy. Advising style and approach is something the advisors have control over but the policies that exist could factor into the findings.

There seems to be a disconnect between holistic advising and student efficacy; this may be due to systematic barriers built into the subject to dismissal process. For example, if a student is dismissed mid-year, they will not have the opportunity to enroll in semester courses or to break a year-long housing contract. A potential step to set up an appointment with the student at the time of dismissal may support improved access and help leverage self-efficacy.

Recommendations for Future

The focus for recommendations for the future is based on advising practices and processes rather than a student's performance. While it seems that the advisors are effectively holistic advising through referring to campus resources, discussing major and educational goals, and focusing on strengths, there still seems to be a disconnect between holistic advising and self-efficacy for some students. It is suggested to first look at those students who land in quadrant four (high holistic advising and low self-efficacy) to see if there is anything the department can do to alter practices in a way to fill this gap. There was also discussion about exploring the cultural capital of those students who exhibited high self-efficacy as a way to identify other potential gaps. It is recommended to create more attainable goals together with the student rather than a contract. Continued conversations of how to make Subject to Dismissal advising more of a collaborative effort and approach between the student and advisor rather than pushing mandates and directives at a student.

In addition to setting up appointments with those who are dismissed, we also recommend setting up appointments with continued students when the contract is reviewed to help leverage self-efficacy.